DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

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A KINDERGARTEN-FIRST-GRADE CURRICULUM

BY A SUBCOMMITTEE OF THE
BUREAU OF EDUCATION COMMITTEE
OF THE
INTERNATIONAL KINDERGARTEN
UNION

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FOREWORD.

The need for a first-grade curriculum based upon the work of the modern kindergarten has been frequently expressed, and the curriculum here presented is an effort to meet that need. It follows the Kindergarten Curriculum which was published as a Bureau of Education bulletin in 1919 and is organized on the same general principle and the same plan. It is intended primarily for two groups of people—first-grade teachers of children who have had a year of kindergarten work, and kindergarten-primary supervisors who wish to organize the work of the kindergarten and primary grades on the same principle. This curriculum should also have value for kindergarten teachers by showing them how their work functions as a preparation for that which is to follow. Those who use this curriculum should have the Kindergarten Curriculum at hand for reference, since the work suggested for the first grade is based on that described in the Kindergarten Curriculum. The committee which prepared the present curriculum took pains not to repeat what had been given in the former one.

The Kindergarten-First-Grade Curriculum has been prepared in the hope that it will help to strengthen the work of the schools at a point that needs material strengthening—the work at the beginning. The fact that such weakness exists is shown by the appalling number of failures in the first grade—one in every four in the average city throughout the country. There are several reasons for this weakness, some of which are administrative and can not be discussed here. One of the chief reasons, however, is found in the character of the curriculum. This is too often the traditional curriculum, barren of content, and dealing only with the tools of learning. Such a curriculum for first-grade children, however, lags far behind current educational thought. A modern curriculum for this grade has a thought content based upon children's interests and experiences, which motivates their activities and calls for the use of the school arts—language, reading, number, and manual activities—as forms of expression. Such a curriculum, in fact, implies the project type of education.

The kind of education here indicated has been accepted as the true type for children of kindergarten age; and the recognition of the period from 4 to 8 years as psychologically one involved the indorsement of this type for the early primary grades also. The changes now in progress in the direction of a more vital type of education in these grades serve as evidence of that indorsement. The changes needed to work out the ideas involved in the term "the kindergarten primary unit" have been made in some cities and are in process in many others. The beginnings are still far from what they should be on the whole, however, because the changes from the formal academic type of the past to the more vital type which present-day educational theory calls for have not become sufficiently general. To bring this change about is the outstanding problem in early elementary education. It has received and is receiving thoughtful attention from several groups of people. Among these is the National Council of Primary Education. The advocates of the project method constitute another group. The kindergarten and primary supervisors feel a special responsibility for its solution, since the problem lies so largely in

their field. The Kindergarten-First-Grade Curriculum is offered as a contribution to the movement for a more vital type of education for the early elementary grades.

It is hoped that the publication of these two curricula will stimulate kindergarten and first-grade teachers to study and work together at their common problems. Such a study will help kindergarten teachers to realize more fully how they can best prepare their children for the work that is to follow their own, and first-grade teachers to see how they can utilize the children's kindergarten attainments most effectively. If this is done there will be no break between the work of the kindergarten and that of the first grade, as there has frequently been in the past. The break in question was sometimes due to the one-sided training of the kindergarten or grade teachers, or both, which gave each a knowledge of her own line only without an acquaintance with that of the other. At present normal school courses for those who wish to teach in the early elementary grades are nearly all kindergarten-primary courses in which all who take them are given a knowledge of the work from the beginning in the kindergarten to or through the first three grades. This is another way in which the adoption of the kindergarten-primary unit idea will contribute to the improvement of the beginning work. There are many teachers now in service, however, who have been trained exclusively as kindergarten or grade teachers only, and therefore lack the common viewpoint needed for the best work. Many primary teachers have found the Kindergarten Curriculum of service in giving them a knowledge of the kindergarten that their training did not give them, and it is hoped that the Kindergarten-First-Grade Curriculum may be of corresponding service.

The two curricula together constitute an effort made by the kindergarten teachers of the country to help the kindergarten to function more effectively as a part of the school system and thereby to aid in strengthening the beginnings of education. This effort has been made through a committee of the International Kindergarten Union, designated as the Bureau of Education committee, and two subcommittees appointed by it. One of these subcommittees prepared the material for the Kindergarten Curriculum, and another the material for the Kindergarten-First-Grade Curriculum. The credit for the latter must be given in large part, however, to the effort of a group of experts in primary education who have cooperated with the kindergarten members to make, if possible, the members of this subcommittee are as follows:

Luella A. Palmer, chairman, director of kindergartens, New York, N. Y.
Julia Wade Abbot, specialist in kindergarten education, Bureau of Education, Washington, D. C.
Bertha Barwis, supervisor of Kindergarten and Primary Grades, Trenton, N. J.
Corinne Brown, instructor in normal training department, Ethical Culture School, New York, N. Y.
Ella Victoria Dobbs, assistant professor of industrial arts, University of Missouri, Columbia, Mo.
Florence C. Fox, specialist in educational systems, Bureau of Education, Washington, D. C.
Marion S. Hanckel, supervisor of kindergarten and first grades, Richmond, Va.
Alice L. Harris, assistant superintendent of schools, Worcester, Mass.
Gail Harrison, first grade teacher, Lincoln School, New York, N. Y.
Louise F. Specht, assistant principal Public School 64, Manhattan, N. Y.

In working out the second curriculum the subcommittee followed the same general plan of procedure as that adopted by the subcommittee on the Kindergarten Curriculum. The scope and plan of the new curriculum, and the part that each was to take, were agreed upon at the first general conference held by the subcommittee. It was also agreed that the general plan of organization adopted for the Kindergarten Curriculum be followed in the new curriculum. The plan of submitting the tentative chapters to all the other members and to the members of the Bureau of Education committee as a whole for comment and criticism was also followed. Two of the members have served in an advisory capacity only. The curriculum as it stands is a composite product representing the thought and effort of 26 leaders in kindergarten and primary education.

This curriculum, like that for the kindergarten, expresses certain principles as to aims, materials, and methods which the committee members believe to be essential to all valid educational procedure. These have still but a limited application in the work of the grades because of the many external restrictions. The suggestions made in this curriculum are in the direction of their further application. This gives it an additional value, and the committee hopes that those who use it will make an effort to carry out the principles in question. Its use can be suggestive only, and for this reason no mention has been made of time schedules or proportionate amounts of time to be given to the different subjects. The committee hopes that the kindergarten and primary supervisors will work out the problems suggested, and that they will work out a corresponding curriculum for the grades beyond.

NINA C. VANDEWALKER,
Specialist in Kindergarten Education,
Chairman of Bureau of Education Committee.

A KINDERGARTEN-FIRST-GRADE CURRICULUM.

Chapter I.

GENERAL STATEMENT.

By Lucella A. Palmer.

The same general characteristics of childhood run through the whole period of kindergarten and first grade. There is a constant growth of experience, principally through first-hand contact. Curiosity is still keen in the activities of the immediate surroundings. The desire and need for physical activity are still strong. Control over materials is still in an immature stage.

There is, however, a marked difference in the degree of development along these lines between an entering kindergarten child and a first-grade child. The child of 6 brings to his interpretation of experience the added knowledge that he has gained during the previous two years in the kindergarten. He has a broader and more intelligent interest in and understanding of the more educational phases of his social and natural environment. His curiosity is on a higher level, relating more to social uses and purposes of things rather than to their appearance and individual response. A kindergarten-trained child is eager for new experiences that give him the opportunity for adding knowledge and skill. Physical activity is better coordinated and mentally organized, and the control gained gives the power to work with greater concentration, accuracy, and persistency. While the child's efforts still give immature results, he will have gained the ability to express his ideas in forms approximating those of the adult. The kindergarten-trained child brings to the first grade a mental development which aids him in interpreting any new experiences and expressing his ideas about them; he is able not only to hold to his individual purpose and to work consistently and independently toward it, but he will also accept the common purpose of his group and do his share toward accomplishing it.

About the sixth year there is a dawning interest in symbols for reading, writing, and number. This is usually accepted as the test for entrance into the first grade, and where conditions make it possible the child should be advanced to that grade. However, when promotions are made but once a year, a child is sometimes retarded by denying him the opportunity to read when his interest is awakening in this activity. Under such circumstances a kindergarten teacher might introduce reading into the kindergarten for the few advanced children who desire it, or the grade teacher might accept in the first year the children who have not quite awakened to the desire to read, but who will probably do so within a few months after promotion. As a general rule a child who can pass the intelligence tests for the sixth year is eager to attempt reading. If the character of the procedure in the kindergarten and first grade is much alike, a child can be advanced when he shows adaptability for the more difficult work. Tests at intervals of three months and regrading are very necessary at this period, if children are to develop the habit of using the full power of their minds.

The interests that are just emerging at the first-grade period are a desire to learn about experiences different from those actually encountered in everyday life and a faint desire for drill. Even at the end of the year these are only tendencies and not traits developed to a marked degree.

The primary curriculum should differ from the kindergarten curriculum because of the changed experiences and interests of the children and the better organization of their activity. There should be fewer separate centers of interest during the year; attention should dwell longer upon one phase of experience, and it should be treated more widely in its different relations and somewhat more in detail. Activities that have been in the focus of attention during the kindergarten period have now become matters of habit and can be used for larger purposes. A greater amount of technique can be introduced to make expression more adequate.

A slight change in school procedure may also be introduced in the first grade. As a child's thought is better organized his activities can be more consciously differentiated and definite periods set aside for handwork, reading, games, etc. These should not be treated as distinct and separate subjects, but merely as opportunities for showing different phases of the same experience. The full meaning of each activity will be found only in its relation to other activities.

The following first-grade curriculum is designed for children who have had training similar to that suggested in the Kindergarten Curriculum. It presupposes the broadening and intensifying of everyday interests through the social participation in the kindergarten. It also presupposes acquaintance with certain easily procured and commonly used materials and the acquisition of a certain amount of skill in their use. It aims to show how to make use of a vitalized subject matter so that a child's thinking and acting will improve and in such a way that power will be developed for continued improvement and a desire aroused to attempt it. Children at this age are at the stage when they are very susceptible to suggestion. Interests and behavior are readily modified by the emotional accompaniment of an activity. Interest in school and school habits can be either aroused or deadened and a lasting impression made which will either aid or retard a child's future school progress.

The general form of this curriculum is similar to that of the Kindergarten Curriculum; it is divided into subject material and the different activities needed to control it and to make it a part of experience at this age. The form for the different phases of activity also follows the same general outline as the Kindergarten Curriculum; they are discussed under aims, subject matter, method, and attainments.

As this curriculum is intended for children who have had kindergarten training, in schools where such training is not provided the first year subjects must be approached in a different way. The child who enters school for the first time in the first grade is usually less organized in thought and expression than the kindergarten-trained child; he has not developed good mental habits or control over useful materials. Under these conditions the best training can be given through use of the kindergarten method. It is less intensive; it permits of consideration of more incidental interests, each taken up for a shorter period and in a less detailed way.

Chapter II.

SUBJECT MATERIAL: COMMUNITY LIFE AND NATURE STUDY.

By Luella A. Palmer.

The subject material for both kindergarten and first grade is drawn principally from the immediate surroundings. The keenest interest is taken in the activities which the child feels have an appreciable effect upon his comfort and pleasure. The main difference between the two grades is in the manner in which they are considered. In the kindergarten the subject matter was gained through response to an immediate situation, response to the day's happenings in school and neighborhood. While much subject matter is gained in the first grade also by somewhat impulsive response to the vivid attraction of the moment, interest has deepened in some phases of experience, attention is held in these directions, more details are desired and better control over the subject. Subject matter begins to be acquired around certain clearly defined interesting centers.

AIMS.

The general aims of the first-grade subject material are the same as those of the Kindergarten Curriculum. The specific aims will vary.

(1) "*To encourage interest in the significant phases of the environment.*" A selection will be made of a few phases to suggest in detail the intensive consideration that can be given in the first grade.

(2) "*To correct, extend, interpret, and organize experience.*" More reference will be made to interpretations from sources outside of the immediate surroundings, to the use of the contributions from excursions and experiences of others. Suggestions will be given for the beginning of the use of books as guides.

(3) "*To cultivate desirable attitudes and habits.*" More reasoning, independence, responsibility, and social participation will be required.

In order that these purposes may be accomplished most successfully, the activities carried on in the first grade must utilize and elaborate the experiences obtained in the kindergarten. With each class the primary teacher should receive from the kindergarten teacher a list of the individual habits developed, skills acquired, with samples of work, songs, and stories heard and learned, games played, and pictures enjoyed.

SUBJECT MATTER.

The selection of the subject matter will be made on the same basis as in the kindergarten curriculum, because (1) it appeals to the child and (2) also has a value in social life. Fewer phases of experience will be discussed, and these in a more intensive way. Incidental experiences will have a place, but not as

often as in the kindergarten. The new interest in reading makes this activity subject matter in itself. It is enjoyed unrelated to any topic under consideration.

The room equipment needed for gaining the subject matter through activities as suggested will include the following:

Work bench, carpenter's tools, as saw, hammer and nails, vise, plane, sandpaper, screw driver and screws, ruler, wood of various lengths and thickness, miter box, glue.

Toy closet, dolls, doll house, balls, large and small blocks, dominoes, trains, wagons, ropes.

Materials and tools such as cloth of different kinds, needles, thread, pins, scissors, tape, yarn, crochet needle, paper of different colors, cardboard, paste, crayons, paints and brushes, clay boxes, spools, tin foils, sticks, buttons, milk bottle tops, paper fasteners, string.

Library shelf or table, picture books, story books, word puzzles, number games.

Printing set or price and sign marker, typewriter.

Window shelf for plants and bulbs, other nature materials.

Sand box or table for group construction.

Choice pictures, flag on pole.

Screen or easel for hanging reading charts or incidental pictures.

Blackboard space or easel with large sheets of paper for drawing.

Lockers with individual compartments for preserving children's work.

Musical instruments, such as clappers, triangle, drum xylophone, and other percussion instruments.

Apparatus, slide, seesaw, knotted rope swing.

Additional equipment will be suggested under separate activities.

METHOD.

The method of presenting for the child's consideration the subject matter within the home, community life and nature, and for enriching it, is as follows:

(1) Use of objects in the daily classroom environment, experiences with objects introduced to arouse profitable lines of interest and curiosity, recall of familiar experiences through conversation, dramatization, or trip to investigate social phases of experience.

(2) Activities carried on as reaction to material or other stimuli provided, experiences in manipulating and in expressing ideas through play or concrete form.

(3) Additional experiences provided for interpreting and reorganizing ideas about the immediate environment, such as excursions, pictures, stories, books.

While the general method is the same as in the Kindergarten Curriculum, a difference should be made because of the change in the child's development due to the enriching and organizing of his experiences in the kindergarten. When watching the growth of a plant the first-grade children should be called upon to observe more closely than the children in the kindergarten. A more developed type of curiosity should be aroused and ideas expressed more accurately. In working out a project in the first grade greater thought should be demanded on the part of the child; he should outline his purposes more clearly, and his expression should show greater control over material. A larger share of the time should be devoted to working out group experiences. The experiences of the other children and adults should be listened to intelligently and comparisons made. Occasionally interpretations and information may be sought from books.

SUBJECT MATTER OUTLINE.

The Kindergarten Curriculum suggested subject material found in such a rich environment that for children in less favored conditions it would require at least part of the first grade to cover it. Some advanced subject material is included for children who have had wide experiences, such as those outlined in the Kindergarten Curriculum.

As children are less dependent than in the kindergarten upon the immediate contact with material to provide centers of interest, they may often start with an idea which has a strong permanent interest rather than with what is momentarily vivid. These chosen lines of investigation may be followed somewhat consciously; as the children are less controlled by incidental conditions, they can keep their attention focused for a short while on some one line of thought. They can plan more definitely for some near future event and secure a more evident climax to their activity.

Units of study grow out of the natural life activities in which children are interested; they are phases of child experience which can be used educationally. They may be such as follow: Our classroom, a house for the dolls, our village, the grocery, the farm, harvest, transportation, Thanksgiving, snow, Christmas, animal pets, the post office, Washington's Birthday, spring clothing, planting and gardening, birds and their nesting, Easter, May Day, Arbor Day, Memorial Day, zoo, and park. Interest may also center around the dramatization of short stories, such as the Three Bears or Sleeping Beauty. Other valuable subject matter can be found within the environment of particular schools, for instance, the industry in a particular section, as cotton raising in the South or orange growing in the West. Sometimes the arrival of a circus or fair will give occasion for educational activity.

It would not be possible to consider in one year all of the units of study; nor is it intended that they should be singled out of the children's experience for study in the order given. In making her plans each teacher must take into consideration these three things:

(1) She must determine which phases of the child's experience are of the most vital interest and educational value to her particular group. The teacher must know the kind of subject matter that lies within the experience of her own children or can be brought within it.

(2) The teacher must consider when and how she can arouse unusual interest in these particular phases of the child's daily life. She must always be ready to accept and follow some unexpected lead which promises rich results; she must be quick to discern when the interest is so keen that enthusiasm would carry the children further.

The child's interest is a general guide for sequence, but at times there may be a conflict of interests when the teacher's maturer judgment is required to make the decision. For instance, children might become much interested in trains or boats about the time of the harvest. As the need of planning for Christmas is near by, the teacher would interrupt the carrying on of this play and turn the children's thoughts toward the coming festival. The train or boat play might be revived later when a child brought to school his Christmas gift of a toy train. Such events as festivals represent climaxes toward which the teacher can always work; they are occasions toward which the child eagerly turns his attention because of the widespread family and community interest.

(3) Lastly, a teacher must watch her children to determine how long one phase or experience should continue to be a subject for particular study. She must try to sustain the attention only as long as serviceable knowledge is

eagerly added and good mental habits promoted. The length of time will usually depend upon the amount of elementary knowledge and easy activity to be found within the topic. The phases that are dealt with and the details introduced must depend upon the type of interest of the particular children and their degree of development, their power to concentrate, analyze, relate, and carry on one type of activity.

For an average 6-year-old child the interest in the above topics will be sustained for about two weeks, possibly longer, and then the subject will pass out of the focus of attention and be revived occasionally or brought up incidentally in connection with other topics. If the children are more mature they will wish to include more details in their study of a certain topic; this will necessitate a selection of topics, and a choice should be made of those that are not only of vital interest to the children, but within which there can be found much socially serviceable knowledge.

These units of study are not "centers of correlation"; they are not to be used exclusively while under consideration. Parallel with interest in these phases of daily life will go interest in materials, in activities themselves. For instance, just before Easter the children may be eager to read a new story, to make Easter cards and baskets, to draw a poster picturing some coming event in the school or community, to use the new domino game, and to practice a dance just created by one of the children. Individual children may be making doll's dresses, kites, costumes for a dramatization, or flower picture books. The kindergarten curriculum indicates the way that several lines of interest run parallel in living out the normal child life in the classroom.

Each of the following units of study represent some interesting phase of the child's experience. Possible ways will be suggested for directing particular attention to such phase, for singling it out for detailed consideration. Activities will be indicated that emphasize the subject matter within such experiences suitable for children of the first grade. The subject matter which can be learned will be given, and the habits that can be formed in relation to the experience.

EXPLANATION.

Fall projects.

Our classroom.—When a child returns to his school in September, after vacation, he finds himself in a new room. While the equipment is similar to that of the kindergarten room, the teacher is strange, the chairs and tables are higher, there are more books and more pictures with words. A child feels himself different because he has been "promoted."

This new room presents itself as offering occasion for much pleasureable activity. A child enjoys dusting it, cleaning the blackboards, and straightening the closets. He likes to arrange the books on the shelf, to cover them, and to mark his own with his name. He likes to learn how to read the time from the clock, how to read the temperature from the thermometer, and to note it on the blackboard. He enjoys discussing with the teacher the most attractive place to hang a picture. He vies with his playmates in producing bulletins or posters showing the interesting news of the day. He wants to arrange the flowers and make decorations for the walls and blackboards. He likes to hem and stencil the curtains. He feels it a privilege to wash and iron the doll's clothes and to care for plants and animals.

The subject matter to be found within such activities is very evident; hygiene in connection with cleanliness and temperature; science in experimenting with the thermometer in the sun and shade, in snow and on the radiator; civics in

the care of community property; nature study in connection with care of plants and animals; art in the neatly arranged possessions and in the harmonious decorations; manual training in the making of pencil boxes and the care of tools; up-to-date information in the making of posters.

The child's relationship to others offers valuable subject matter which is gradually acquired throughout the year. For his own comfort and self-esteem he must gain the approval of the teacher by coming with clean hands, face, and clothing, with nails cleaned and shoes brushed. If materials are provided he will become interested in sewing on his buttons, putting tape on coat, making aprons for clay work, pockets for handkerchiefs, bags for rubbers. As he associates with the older children he finds that he must wait his turn, that sometimes he needs their help and that sometimes he can help them; he learns his place in a little community and gains working knowledge of the qualities that are most desirable for good citizenship. A friendly competition may be started to see who will add most to his own height and weight record. By this means a child may begin the appraisal of food values in such a way that his knowledge will have everyday application. He will find the relation of his own little democracy to other units of school society when a story is dramatized and played for an older class, or when he helps to make valentines for the kindergarten children.

The habits developed will be caring for health and personal appearance, taking an intelligent interest in surroundings, caring for individual and community possession, planning and promoting an attractive environment, associating amicably and helpfully with others.

The doll's house.—In the kindergarten the children probably made individual doll's houses. This year the interest may be directed toward making one large house which many of the children can unite in building and furnishing. The idea may arise in different ways. It may start when several children join in building a large house with blocks and then desire to have something more permanent which they can add to and make more complete. The idea often is suggested by a large wooden box being brought into the classroom. Sometimes the stimulus is a doll or dolls for whom furniture is made. Then comes the thought of the proper place for furniture.

If the building of the doll's house is to be a cooperative scheme there must be quite definite planning; the number of rooms and the size and location of each must be considered before the work is begun. Designs can be drawn for wall paper and choice made of that which is most suitable and pretty. The children will consult on the kinds of furniture needed and the proportions; the different articles will then be chosen by or assigned to different children. Any special ability in doing certain kinds of work should be recognized.

Conversation and investigation will center around the materials used in constructing buildings, reasons for each, ways houses are built for sanitation, convenience and beauty, purposes of windows, running water and its source, methods of heating houses, qualities of good buildings and good workers. As the interior is being furnished, the children will consult on color schemes for the different rooms, rugs will be woven, dolls dressed, and beds made to fit the dolls. Knowledge of materials will be gained in the practical problems that arise.

The desire to plan and promote group projects will be increased and a foundation laid for developing habits of cooperation and good workmanship.

After the children have taken up another play center the doll house will still remain of interest. Additions may be made relating to other subjects under consideration; for instance, the cupboards may become filled with articles of food made of clay when the market is being discussed, or new

dresses may be made for the dolls when clothing is occupying the attention. Window boxes and other details may appear gradually. The house may become the home of the Three Bears when that story is being read or dramatized.

The grocery.—There are many possible avenues of approach to the subject of food. It is a topic of perpetual interest, but the most profitable time to discuss it is usually in the fall, so that its consideration may lead into the thought of the harvest and Thanksgiving. Conversation in regard to the children's luncheon may lead to the proposition to have a party luncheon. A balanced lunch will be discussed and perhaps the suggestion made to have cereal, milk, and apple. A trip to the grocery to purchase these articles and the later preparation of the cereal will lead to the discussion of other kinds of food and their preparation.

As in the kindergarten, a grocery store or market may be built and stocked. This year the articles should be classified as fruits, vegetables, cereals. These should be labeled and marked with prices not higher than 10 cents. Play money can be made to purchase the articles. Pocketbooks and baskets will also be necessary. The discussion of prices leads to investigation of the reasons for the difference; and the sources of various foods will be considered, as potatoes and apples from nearby farms, oranges and bananas from the South. Some reference will be made to the means of transportation. Another interesting question in connection with food is the quantity received. This will lead to an interest in measures and scales. Means to measure quart, pint, pound, and half pound should be available. In the arrangement of the store, attention will be drawn to the way that perishable and fresh foods must be cared for, kept cool, and protected from flies. The children will consider how some of the perishable food can be saved by preserving or by making jelly or jam. The store should gradually become stocked with articles modeled similar to the real objects.

Such store play will lead to the acquisition of applicable information about the values of a few simple foods, the processes in cooking them, the classification of foods into fruits, vegetables, and cereals, and the sources of some foods. Labels and prices must be written and read. Simple computation must be made with play money. Accounts must be kept. A foundation will be laid for intelligent and businesslike buying and selling.

The farm.—Children are much interested in the country. Life on the farm and the farmer's animals are usually attractive topics. After playing grocery store and talking about the sources of various foods, a trip might be taken to a nearby farm. If this is not possible, pictures of the different farm activities will lead the children to recall their various experiences in the country.

If the children have visited a farm, the farm scene laid out this year should show evidence of the child's knowledge of the manner of growth of the actual articles raised, such as corn in rows in the field, apples on the trees in the orchard, lettuce in the garden. Discussion will center around the buildings necessary for the farmer and his work; a ground plan can be laid with roads, fields, garden, etc.; choice must be made of the various suggestions offered in regard to the building of house and barn and fences.

Sand scenes are the first steps in map making. In laying out the farm it may be necessary to show elementary geographical distinctions, such as a pond for the ducks and a hill where the nut trees grow. Stories in books that tell about farm life and farm animals will be much enjoyed.

Seasonal changes.—A trip to the park or woods when the leaves are beginning to fall from the trees will start a live interest in the gathering of leaves. Attention will be attracted to the different shapes, and the children will try to find from which trees the leaves have fallen. Particular attention can be

drawn to the general form, bark, and leaf of the one or two trees most common to the vicinity. On reaching the classroom the children can sort the leaves, press a few from the particular trees which have aroused most interest, mount and label them. It will add to the pleasure of this study if the children can find the picture of their tree in some book on botany. Individual books may be made of one or two pressed leaves with drawings of the tree, and labeled. Fall flowers can be gathered and either pressed to mount in books or pictures of them can be drawn, labeled, and fastened together for a flower book. There is such an emotional reaction toward changes in nature that many original songs arise at this time.

Harvest and Thanksgiving.—If the children's experiences have been organized in the kindergarten and enriched by the plays about home, grocery, and farm, the idea of the harvest and Thanksgiving will come as a fitting climax to their play. They will have ideas of the many varieties of food, of the quantity needed, of the care that has been required, of the source of all life.

As in the kindergarten, the different festivals should be celebrated, but with added understanding of their meaning. The coming of Thanksgiving, Christmas, Patriot's Day, Easter, May Day, should all be brought to the children's attention early enough for them to plan how to celebrate each occasion appropriately.

At Thanksgiving the children should be led to think of what they enjoy most and then to give thanks for it. They may suggest changing the decoration of the room so that it will show for what they are thankful. They may compose their own little song of thanks or print their own prayer to be given at the time of celebration. They may plan and prepare a feast and entertainment for their parents. They may plan to have their grocery well stocked and to give away its contents.

To the children with the rich experience suggested in the Kindergarten Curriculum, the story of the first Thanksgiving might be told. The children would enjoy dressing up as Indians and giving a simple dramatization of the story.

Life of the Indian child.—For the most developed children the dramatization of the first Thanksgiving might lead to a desire to learn more about the life of an Indian child. Children between 7 and 8 years of age enjoy living imaginatively in the lives of children of other times or lands. The life of the Indian child is usually the one which makes the strongest appeal, because the costume is picturesque and the free life alluring. The first response will probably be the suggestions to make the costume, headdress, necklace, and decorated dress. A wigwam will then be required, and reference will be made to books to find out how it is constructed. A few selections read from Hiawatha will draw the children's attention to the fact that the Indian must have much knowledge of nature; this will lead them to the observation of the sun, clouds, moon, stars, etc. There will be discussion of the prowess of the Indian and his feats of endurance; dances will be evolved.

Winter projects.

Christmas.—As in the kindergarten, the children should be given an opportunity to play out their joy in the coming festival. Santa Claus songs and games should be invented. Letters can be written to Santa Claus. Gifts that are made this year should be carefully planned; there should be discussion of the appropriateness of the gift, of the materials needed, and the care to be put into the making. For the actual celebration the children may join with some

other class. They would then discuss their part in the entertainment and make preparations for it. It might take the form of acting out some story or giving an original interpretation of Christmas and the visit of Santa Claus. The story of the first Christmas is prohibited in the public schools of some States, but it should be told where there are no such restrictions, so that children may get the spiritual interpretation of this beautiful festival. Whatever form the celebration takes, it should be a very joyous occasion, without strain.

Seasonal interests.—Snow is the phenomenon of winter which brings the most joy to the children. During a storm, when the flakes are coming down singly, a piece of black cloth may be laid on the window sill and the varying forms of the crystals noted. Many elementary science books give pictures of these forms, and the children will compare with delight the real snow crystals and the pictured ones. This leads to the study of the hexagonal form, and crystals will be drawn on the blackboard and cut from paper. The proposal to make a real snow man in the adjoining school yard will lead to discussion of the best way to begin and the proportions of the different parts. The effects of sun and rain will be noted, and the causes of melting and freezing discussed. Habits of observation and investigation should be fostered.

Our town.—After Christmas the children bring their toys to show to their playmates. These usually include dolls, wagons, trains of cars, or automobiles. From such starting points many interesting projects may be launched. It is probable that the dolls will start family plays, and different households will set up housekeeping. The wagons will be used to carry produce or people. Stores will spring up and streets be laid out and the town project will be under way. These ideas will be partially carried out as dramatic play, and then as the idea becomes too complex in detail to be repeated each time, the play will be partly transferred to the sand box, and a miniature town will appear. Trains, autos and boats will be made, with bridges, tunnels, stations, garages and docks. The streets will need lights, signs, car tracks. Each day the children will add to the story, as they discover the different types of buildings in the vicinity—homes, schools, churches, stores, factories.

Knowledge will be gained of the activities in the immediate neighborhood, of the geographical plan of the streets in the vicinity. Signs on street posts and stores will be eagerly deciphered. The children will gain an elementary idea of the function of different community helpers; they will wish to appoint individuals as class street cleaners, postmen, policemen. Simple ideas of agreeable community association can be gained.

Our post office.—While the community helpers were considered in a general way in the kindergarten, some more exhaustive study can be made of the work of one or two in the first grade, for instance, that of the postman. The children are always interested in the postman, his uniform, bag, and whistle; and there is an air of expectancy when he is in the vicinity. This is particularly keen around St. Valentine's day, if the children live in sections of the country where the custom of sending valentines is still continued. A visit to a post office will give the children an intelligent interest in the postman and his work. They will wish to turn one corner of the classroom into a post office and at the other end to place a mailbox for posting letters. A large box with hole placed on a desk will make a post office window, and another smaller box can be used for the mail box. These should be labeled, particularly if there is more than one window in the post office, for the sale of stamps, for registered letters, and for parcel post. The letter carrier's bag and cap may be made, as well as stamps of different colors for the different denominations; letters can be written and sent to teacher, parents, and playmates. The reason for name and address will be made clear; there will be an interest

in the proper method of salutation and the complimentary close with signature. The buying of stamps with toy money will give occasion for arithemetical processes which will be required in the play.

Patriotic celebration.—In the kindergarten the children talked about Washington; this year stories should be told about Lincoln also. It is the spirit of patriotism which should be emphasized. Loyalty at this age is best taught through love and respect for the flag. A simple ceremony should attend the raising of the flag in the morning and its lowering at the closing of the session. For Patriot's Day, in addition to the appropriate decoration of the room and pictures of Washington and Lincoln, the children might plan to give a marching drill to entertain another class.

Spring projects.

Gardening.—As the spring approaches, the children feel the appeal to enjoy the out-of-doors. Gardening this year should not be confined to the flower pots and window boxes in the classroom. There should be definite planning for the planting in the school garden. Catalogues should be consulted, the relative uses of flowers and vegetables discussed, and the length of time it will take different varieties to mature. The garden should be measured in rows, and seeds planted that will develop fairly rapidly. The more advanced children will enjoy watching the growth of some indoor plant, such as corn or bean. At first they will wish to measure its growth each day and keep a record by marking or drawing it on a poster with the date; later the interest will decline and once a week will suffice.

A store.—This store may be a clothing store, a general store, a millinery establishment, a florist's or a gift shop. There are many interests which arise in the spring which lead different children to make similar articles. When these are gathered together, the idea of a store springs up.

The clothing store may develop when the children decide that the dolls need thinner dresses like their own new ones. Gradually miscellaneous articles will be contributed to the store. If there is a 5 and 10 cent store in the neighborhood, it is well to give the play store something of this character, as the number work involved in buying and selling, which the children now enjoy greatly, will be within the children's capacity. Articles should be labeled and play money used. The children will be interested in discussing the different kinds of material, as well as their relative cost and adaptability to the seasons. The purposes of the various articles will be considered, when to be worn and how taken care of. Measuring by the yard will be much enjoyed.

The development of a millinery store as it was actually planned and carried out by a group of children is given at the end of the chapter.

Seasonal interests.—In the spring when the wind begins to blow in gusts, the desire to play with kites seems to spring up overnight. While simple kites made of paper bags may have been made in the kindergarten, this year there should be study of the problem before the children begin their constructions. Reference may be made to boy's books which tell about kite making, and the teacher may read simple directions. The construction should be according to measurement. The children should try out their kites, thus leading to an observation of the direction of the wind, its velocity, and the kind of weather usually attendant upon its changes. An interest will be aroused in the currents of air from the windows and the minature whirlwinds seen in the dust.

Walks to the park should be taken to observe the unfolding of the leaves on the trees that were studied in the fall. If possible, twigs should be carried

back to the classroom, so that the opening leaves can be carefully watched. Occasional trips should be taken to note the building of nests; the names of the nest builders should be learned and their pictures found in a bird book. Interest will be increased if stories can be found about the habits of these birds.

Pets.—Suggestions are given in the Kindergarten Curriculum for keeping animal pets in the classroom. It is particularly advantageous for the children to have them in the first grade. Besides learning to love them and care for them, desirable habits of observation can be developed. The children should learn to watch carefully and describe accurately. It gives a basis for interpretation of many stories to know the ways of one animal well.

Zoo.—A trip to the zoo will lead to many interesting and educational activities. The cages or inclosures will be arranged in the sand table and clay animals placed inside. Animal picture books will provide models for the children, to make their constructions more accurate. The homes and habits of the best known will be discussed, and possibly the sand table will be transformed into a forest for the elephants, monkeys, and lions. A study of the native home food and drink will lead to the introduction of rivers, lakes, and hills in the sand scene. Imagination will be cultivated, which is needed for later geography and history study.

Festivals and holidays.—Easter is the celebration of the promise of springtime. As it approaches the children will wish to turn their room into a conservatory by drawing, painting, cutting, constructing the flowers which their imagination sees blossoming in their garden. They may make Easter cards and baskets for friends or other children in the school.

May Day is the children's own day. Whenever possible it should be celebrated out of doors, with a maypole of the children's own decorating. They will compose their original dance around the pole and possibly choose their own king and queen. The way in which the latter is chosen is very important, as it is probably the first time that the children have consciously selected one of their number for a position which all covet. There should be some consideration of the qualities which a king and queen should possess before the voting begins.

Memorial Day and Arbor Day should be celebrated with appropriate exercises. On Arbor Day, if the children can not plant a tree, they should visit their favorite tree and play around it.

As the vacation season approaches, the children begin to talk about the week-end excursions or the proposed vacation trip. Toys can be made for the country rainy days, or hats for the outdoor hours. The sand table can now be made to look like the country, with hills and ponds, woods and farms. In the woods may be found squirrels and birds. Other birds may be found in the orchard trees. The farmer's animals will again appear, and flowers in the garden. Trains will be seen bringing city people to the station. Much of the knowledge that the children have acquired during the year and organized can find expression in developing a related scene.

ATTAINMENTS.

Within the above units of study may be found opportunities to gain elementary but basic and applicable knowledge of hygiene, science, ethics, number, reading, geography, history, nature study, music, representative art, dramatization, language, composition, and literature. It is difficult to suggest how a balance may be maintained in the different phases of subject matter. In general a teacher should check herself to learn if she has spent a fair proportion of

time in the following ways: Developing health habits, supplying new experiences, giving opportunities for expression through handwork, encouraging interest in and acquisition of formal tools of knowledge, and in supplying cultural models to develop appreciation.

If a teacher who has followed the more traditional form of schoolroom procedure does not feel free to make the life interests of her children the center of her whole plan, she might provide some interesting experience for the class and then set aside a certain period each day for the child's free, unguided expression. She should, however, watch the work to discover what opportunities present themselves to carry over the child's reactions into the required work for the grade. As she finds the possibilities of subject matter and technique within the child's natural responses to interesting experiences, she will gain more confidence to trust wholly to the life or project method of teaching.

A child who has been trained in the kindergarten and through the first grade as suggested above should show evidences of development along the following lines:

1. *Attitudes, interests, tastes.*—Alertness to the better phases of activity carried on in the neighborhood. An interest in increasing knowledge about them and in utilizing legitimate means for observation and experimentation. A dawning appreciation of personal responsibility in working for personal health and development, for the planning and success of group results, for the maintenance of comfortable and attractive surroundings.

2. *Habits, skills.*—Increased ability to adjust one's self to a situation, to plan for future activity, to select what is needed to carry out a plan and to use it wisely, to hold attention to a line of action, to work independently, to ask for suggestions when necessary, to test the adequacy of results, to accept responsibility, to be honorable with self and others, to respect the rights of others, to work harmoniously with others, to obey group rules and help to form wise rules.

3. *Knowledge.*—Elementary facts about home, school, and neighborhood; these rudimentary facts form basis for later school subjects, such as geography, civics, hygiene, art, and literature. Symbols for reading and number. Facts about justice, fair play, kindness, helpfulness, truthfulness, honesty, courage, independence, unselfishness, courtesy, respect.

ILLUSTRATIONS OF UNITS OF STUDY.

The Grocery Store, November, 1920.

Aims.—1. To give the child a better understanding of the interdependence and cooperation of workers.

2. To interpret Thanksgiving in terms of the harvest, the gathering in of the food supply for people.

3. To give opportunity to study in a simple way the source, transportation, and sale of food.

4. To supply opportunities for gaining knowledge of the simpler number combinations and using them in ways similar to those in which they would be demanded by the child's daily life, in buying and selling.

Experience.—Every child goes often to the store to buy food for the family. He sees many different kinds and selects what he wishes. He uses money in payment and receives change.

Method.—1. Excursion. Visited store. Noticed many kinds of food for sale, prices of food, bought apples and crackers.

2. Miniature store. When children returned from excursion, they wished to have their own play store. Possible ways of making one were discussed. A

plank was obtained from the janitor. Egg boxes were brought by boy in class from father's store. A counter was made of these. Empty cartons were used as stock. Children later made their own cartons, labeled and made pictures of contents. During the first week a great deal of fruit was brought so that at the end a sale was held; each child bought a piece of fruit with toy money which had been made. A party was then held and the fruit eaten. After the first week the children became interested in stocking the store with less perishable articles, made of clay or paper.

Results.—1. Oral English. Talked about visit to store. Talked about child's errands to store. Talked about source, transportation, and sale of food. (Children sometimes make sand scene of farm in sand box.) Talked about Thanksgiving and the harvest.

Children encouraged to compose simple Thanksgiving prayers; these were typewritten and put into booklet form and read at the Thanksgiving party.

2. Poetry memorized. "Over the River," "The Harvest Is In."

The children, with the help of the teacher, composed the following prayer, which was then committed to memory by the children:

Dear Father:

We thank You for the sunshine and for the rain and snow,
We thank You for the birds that sing and for the flowers that grow.
We thank You for the harvest, the good things gathered in,
The food that fills the farmer's barn, the storehouse, and the bin.
We thank You for our homes and for our friends so dear,
We thank You for our mothers and for our fathers' cheer.
To show You that we thank You, we will be kind and true,
And go with happy faces each day our work to do.

3. Songs. "The Orchard." "The Harvest Is In." "God Is Great, God Is Good."

4. Nature study. Fruits and vegetables. Sources of food.

5. Hygiene. Food most nourishing. How cared for. How preserved.

6. Supplementary reading. Primers were made by the children in which a record was kept of the progress made on store. These sentences were developed from the class each day and written on the board; then they were typewritten and pasted in the primers with appropriate illustrations.

Stories relating to stores, farms, gathering fruits and vegetables, harvest. Found by children in story books or reading books; these were read by groups or read by individuals to a group.

7. Spelling and writing. Simple sentences were written relating to our store, such as "I will buy a big red apple."

The invitations to the party were written by the children. The class consulted on form and wording; teacher wrote on blackboard what was considered best, and children copied it; children brought copies to teacher to ask her if mother could read the invitations. If some words were illegible, teacher set copy and children practiced eagerly until written plainly enough for mother to understand. The whole invitation was then rewritten.

8. Number.—Articles in store were priced so that they would only demand the simpler number combinations. Children would buy two articles, adding the cost and paying with toy money. Children would buy an article, paying for it with 10 cents and receiving change. Cashier kept the books and checked up to see if amount was correct.

9. Construction work. Toy money and handbags or pocket books to hold it; delivery wagons; price tags; boxes. Cutting and modeling of fruits and vegetables. Making of booklets.

10. Drawing. Fruits and vegetables, trains, automobiles, store, etc.

11. Conduct. The manners of a good, courteous salesman were discussed, and of pleasant customers.

Climax. The children gave a Thanksgiving party, to which their parents were invited. Each child read his own Thanksgiving prayer. Each child whose mother or father was present played storekeeper and sold to his mother or father for real money. This money was used to buy a Thanksgiving dinner for a family in the neighborhood.

Preparation for other projects. The store led directly into the toyshop for Christmas time.

The writing of the invitations led to the play of the Postman later in the year.

The Millinery Shop. April, 1921.

Aims.—To develop the children's taste.

To create an interest in industrial art and skill in manipulating materials.

Experience.—Mothers were getting spring hats for the children.

Method.—1. Visit to the millinery shop.

2. Samples of hats were shown.

3. Miniature shop. As children had played store at different times during the year, after a visit to the millinery shop the suggestion was immediately made to have a millinery shop in the classroom. There was some discussion whether hats should be made for themselves or for the dolls. It was decided to make them for dolls, as the dolls had no spring hats. The children brought scraps of material from home and made hats of various shapes and sizes. They frequently consulted the teacher when choosing colors so that attractive combinations might be made. One child who knew how to make dainty tissue paper flowers taught the art, by request, to many of the class.

Results.—1. Oral English. Talked about spring, return of birds and flowers. Talked about the buying of new hats for spring. Children told stories about their visit to the millinery shop. Discussed what we needed for the shop.

Children learned millinery terms, such as hat frame, brim, crown. Learned names of materials, such as silk, straw, velvet. Learned names of trimmings, as flowers, feathers, buttons, ribbons, bows, cherries.

2. Supplementary reading. Children read from the blackboard stories they made about visit to the millinery shop and stories about our own shop, such as "To-day we had a pleasant walk. We visited the millinery shop and saw many pretty hats. The hats were on stands. The lady showed us the hats. Some of them were made of silk, and some were made of straw. We saw signs with pictures of hats. They were very pretty. Some hats were in boxes. The boxes are called handboxes."

3. Reading from posters. Children read and learned words printed on posters announcing sale of hats, date, prices, etc.

4. Spelling and writing. Words needed to make paper money and to make posters and signs on handboxes and bags for hats.

5. Industrial art. Hats, handboxes, hat bags, bags for shopping, price tags, tags for hats. Painted hat stands (made of spools and pencils). Bills (money), designs on bills studied carefully. Hatboxes decorated.

6. Nature. Studied flowers used to make millinery shop attractive. Forsythia, pussywillow, daffodil, apple blossoms. Learned names of artificial flowers used on hats.

7. Number. Children played store. Paid for hats with money they made. Hats were priced for so many dollars. Each child had $1, $2, $5, $10 bills.

Climax.—Children held sale of hats; children brought dolls to school, and the hats were tried on until a suitable one was found. Boys borrowed dolls

of their sisters or of some girl in the class; they were as much interested as the girls in the making and buying of the hats.

Preparation for other projects. Children suggested that they would like to make other clothing for the dolls.

The interest in spring and flowers led to the thought of the garden and the making of a florist's shop.

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Chapter III.

READING.

By Louise F. Specht.

INTRODUCTION.

Reading as a subject of the curriculum should not be presented until a child has reached the mental age of 6 years. It, therefore, falls in the first grade of the school curriculum. Although this technical grade assignment of subject matter is made, the training received in preschool and kindergarten experience determines in large measure the degree of interest, ease, and skill which the child displays in attacking this highly complex problem.

All experiences that aid in creating and developing ideas enrich one's power in reading. It is important that the training in the home and the kindergarten provide experiences and activities that help the child to acquire meanings, ideas of home, school, environment, and social relationships. This will aid him to develop the power to understand the ideas to be conveyed later through reading.

All experiences of the kindergarten may be used as aids in the acquisition of ideas, but the language activities inherently are most fundamental and significant in the direct relationship they bear to the subject of reading. Story telling, picture study, conversation, oral expression, correct speech habits are basic factors in preparation for reading. A speaking vocabulary and the ability to interpret and describe an experience are great aids in gaining meaning from printed symbols.

An idea of the function of printed or written symbols is gained in the kindergarten. A child learns that he can find his own property much more easily when marked with his name. An invitation composed by the children and written by the kindergartner appears to tell the mother all about the coming party.

Drawing is an activity which aids in gaining control over the technique of reading and writing. In the effort to make outlines which approximate the appearance of things, the eye becomes keen to the length and shape of lines.

The attitude toward books, and habits of handling them, are taught in the kindergarten through the use of picture books. Children learn that between the covers are to be found interesting ideas, experiences of other people, and things which can be interpreted through imagination.

GENERAL AIMS.

To direct, guide, modify, and control behavior.
To satisfy the child's interests.
To give him pleasure.
To enable him to gain information.
To develop his imagination and sympathies.
To develop his appreciation of good literature.

SPECIFIC AIMS.

The cultivation of the desire to read.

The power of sustained interest in reading.

The ability to interpret and to comprehend what is read.

The ability to read at sight with ease and facility chart sentences, paragraphs, and stories based upon experiences, games, songs, stories, and conversations. These are to be read from the blackboard, chart, or books made by the children themselves.

The ability to use the primer.

The ability to recognize promptly and pronounce correctly at least 300 words each half year.

SUBJECT MATTER.

There are four sources of subject matter:

1. *Children's experiences.*—Accounts of actual experiences composed by the children and revised and improved under the guidance of the teacher provide a transition from oral speech to the reading from books. They supply an ideal introduction to the significance of books, and supplementing printed primers, continue to motivate and socialize the reading and composition lessons throughout the course of the school program. They may also be used in connection with the development of projects. After the compositions are developed, they may be printed or written on the blackboard or chart by the teacher, and typed, mimeographed, or printed as the school facilities permit. The mimeographed or printed lesson is then pasted in a book made and illustrated by the pupil himself. (For specific topics see chapter on subject matter.) The following selections are examples of compositions that might be worked out with the children. The list may be amplified or varied according to the community in which the child lives and the environment that determines his social opportunities and interests:

September—

GOING TO SCHOOL.

I am going to school.
Good morning, Miss ———.
Good morning, boys.
Good morning, girls.
My name is ———.
I am —— years old.

October—

JACK-O-LANTERN.

Can you make a jack-o-lantern?
Get a big, round pumpkin.
Cut the top for a lid.
Cut two eyes.
Cut a nose.
Cut a mouth.
Take out the seeds.
Put a candle inside.
Light the candle.
Carry it at night.
Boys and girls will run away.

November—

Red apples are on the trees.
The corn is gathered in.
The harvest is gathered in.
Thanksgiving is coming.

HIAWATHA.

(For advanced children.)

Hiawatha was a little Indian boy.
He lived in a tent by the side of the water.
He had a bow and arrow.
"Do not shoot me," said a little bird.
Hiawatha loved the birds.

December—

THE TOY SHOP.

We went to a toy shop yesterday.
We saw drums.
We saw pretty dolls.
There was an airplane in the shop.
Helen liked the dolls.
John wanted a pair of skates.
Lucy wanted a set of dishes.
Harry liked the big red drum.
I want a ———.
Children choose doll, sled, drum, horn, etc.

January—

OUR CANARY.

We have a pet canary.
His name is ——— (Jerry, Dick, Tweedle-dee).
He lives in a cage.
He takes a bath every morning.
We feed him seeds.
Sometimes we give him a small piece of carrot.
He sings a sweet song.

February—

TO MY VALENTINE.

(To be composed by the children.)

I love you, dear Valentine,
I hope you love me.
This little red heart of mine
Tells it to thee.

March—

THE WIND.

Can you tell which way the wind blows?
How can you tell?
See the clothes on the wash line.
Look at the flag on the schoolhouse.
Fly a kite.
Watch the weather vane.

April—

BLOWING BUBBLES.

Do you like to blow bubbles?
I have a pipe.
I dip the pipe into soapy water.
Then I blow a bubble.
I toss it into the air.
Look at the beautiful colors in it.
Watch it rise and burst.

May—

THE ZOO.

Harry and I went to the zoo last Saturday.
We saw the elephant.
We had a ride on his back.
The lions and tigers were there.
The lion roared at us.
The tiger showed us his sharp teeth.
The big brown bear growled—gr
The monkey curls his tail around the swing.
He swayed to and fro.

June—

BESIDE THE SEA.

Our family went to the seashore.
We had a picnic there.
All the children had pails and shovels.
I had a red pail.
I made cakes in the sand with my shovel.
I took off my shoes and stockings and waded in the water.
I ran away from the waves.
We ate our lunch on the sand.

In addition to these the children may tell stories of their class or school life, their home and family experiences, or the nursery rhymes they know. Toward the end of the year they may compose an original short story or fable.

2. *Stories told or read to the children.*—These may be animal or other nature stories; folk tales and fables; fairy tales; humorous stories; cumulative tales; and nonsense rhymes and stories. These may be reproduced orally and later worked up into reading lessons in the same manner as the one followed in working up accounts of the children's experiences.

3. *Reading books and supplementary socialized reading material.*—During the first half year children who have been in kindergarten should read one or two simple primers. In the second half year from 5 to 12 primers should be provided, so that children of varied ability may have as much reading material as they can profitably assimilate.

Although the content of the primers must be within the children's comprehension and interests, the language and style should be consistent with that of good usage, and whenever possible, it should possess literary merit. To be considered good, a primer should have the following characteristics:

It should be good literature. The themes should be adapted to the experiences of the children and should be appropriate for their particular stage of development. The themes should be varied in their appeal and in subject matter.

In addition to the primer, blackboard, and chart, there is reading matter of a highly socialized character that should be used to the fullest possible extent. Children should be induced to read—

street signs	price lists	name of school
trolley signs	guide posts	labels on boxes or packages
directions on boxes of games	advertisements	addresses on letters
	warning signals	

4. In addition to these three sources of subject matter there is a fourth: That which calls for motivated silent reading. Among the subjects suggested for this are: Actions to be performed; directions to be followed; orders to be obeyed; directions for playing a game; directions for a project or for the construction of an object to be used in carrying out a project.

METHOD.

The method to be used in teaching reading must be determined by the nature of the subject matter to be taught and the social and mental needs of the pupils.

The ideal method is the natural method. The child wishes to know the name on a candy box, his own name in print, or the names of the Mother Goose characters. He begins to acquire a reading vocabulary, gradually, naturally, and in accordance with his desires and mental needs. His mother or the teacher creates a still stronger desire by telling a story and perhaps not having time to finish it. The child wishes to read the story for himself. He asks for one word and then for another until a vocabulary is acquired. He asks repeatedly and is told repeatedly until the words become fixed in his memory. Children who learn to read in this way remember more readily and retain more definitely the words they desire to know. This method may be followed when the story contains but a few words that are new to the group, or when the class is small in number. When the needs of a large group or the pressure of time must be considered, the more formal procedure as given in the suggestions outlined below may be followed:

1. Reading lessons developed from the children's experiences supply an ideal introduction to the use of books. This has already been stated and the method of procedure in this phase of the work shown. The method to be followed in the first use of a book will depend upon the reading series in use, and the directions given in the manual of instruction accompanying it. Following this procedure does not necessarily prevent the teacher from using other devices and methods with supplementary reading matter. The best teachers use the elements of value contributed by all methods, and adapt them to the children, according to their needs and the subject matter to be presented. Inexperienced teachers will do well to follow one method carefully until it has been mastered. After they have acquired power and confidence, they can modify it, amplifying and enriching it with variety, and using it with skill.

In general that method is good which subordinates the technical elements to the content and at the same time develops the technique of reading to a degree of skill that facilitates interpretation, comprehension, and speed. Specifically, a combination of the sentence, word, and phonetic method should be used. The sentence or word is the thought unit. The analysis of the sentence gives words and phrases; further analysis brings the word, and finally the phonetic analysis gives the sound.

2. Procedure in preprimer work:

The experience, oral story, song, game, or rhyme.

Playing and dramatizing the situation.

2. Procedure in preprimer work—Continued.

Conversation based upon the story in simple, animated, and interesting language.

The essential thoughts in proper sequence are printed or written on the blackboard or chart.

Recognition of the sentence the first step. The teacher asks a well formulated question, and draws the pointer along the sentence to establish correct eye movement. The child reads the sentence in answer to a question, not word by word, but as a whole.

As soon as the different sentences are recognized, words and phrases are selected for special study.

3. Steps in reading from the book:

The oral story.

The reproduction of the story in dramatization.

Conversation based on the story, accompanied by blackboard work to assist the children with the technical difficulties they may encounter in the text.

Finding sentences, phrases, and words in the text.

Word study; sight and phonetic.

Silent reading.

Oral reproduction in answer to questions. The children are to ask questions on what was read and be responsible for the correct statement of the answers. They may perform an action or carry out instructions to show correct interpretation of the silent reading.

Oral reading; gradually increasing from one sentence to two or more, then to a paragraph, and to an entire story.

4. *Rereading of a story.*—The rereading of a story should be motivated or socialized, lest the children lose interest in it or the subject becomes stale. New beauties must be sought, new purposes provided, so that the children may acquire the power of continued appreciation for a good or beautiful piece of literature.

Suggested motives for rereading a selection:

To instruct or interest a child who was absent.

To inform, interest, or entertain a visiting teacher, supervisor, pupils, or group of pupils.

To test attainment or power.

To memorize the thought sequence and linguistic expression as an aid to the story telling or dramatization.

ORAL VERSUS SILENT READING.

Experimentation has not yet determined to what extent silent reading may be substituted for oral reading in the lower grades. Experience with foreigners has shown that a certain measure of language ability and skill in conversation are necessary prerequisites to comprehension and correct interpretation in silent reading. The middle ground and balance may be maintained by extending the amount of silent reading to the measure of skill and facility displayed in language ability. In order to develop correct habits of silent reading, exercises should be provided as soon as the speaking vocabulary of the children is sufficiently ample to undertake lessons with the necessary measure of success. Some reading lessons may be given by making the direct association between the printed symbol and word or phrase without the intermediary one of oral speech. The words used, however, must constitute a part of the children's vocabulary.

The fact that silent reading constitutes a necessary part of the reading exercise as a whole, and its function there, has already been shown. The follow-

ing additional suggestions are given: The child or the teacher performs an action or points to an object and writes a sentence of the story interpreting the action or directing some one to perform the action. The children read the sentence silently. The teacher tests their knowledge by having them perform the action, whispering the sentence to her or to a child, who then gives the sentence aloud. Many similar occasions can be found.

READING BOOK PROJECT.

When the kindergarten children are promoted to the first grade they have a vision of books and their ability to read. It is not long before this vision leads them to express a desire to read, and the teacher meets it with the suggestion that they make their own first readers. The suggestion is eagerly adopted, and they decide to make a book which contains a history of their school activities. This book they decide to call "School Days," or "My Book."

Each day near the close of the season they consult together and decide upon the activity which they wish to incorporate in their books. The teacher prints the sentence upon the blackboard, and next morning there are volunteers to read the newest sentence. As the experience is vital and real, there are always many successful volunteers. The children may then illustrate the thought in their reading books and paste below the illustration the printed or typed sentence prepared for each child by the teacher.

The teacher through skillful guidance aids the children to express their experiences so that the sentence construction is simple and definite. The unconscious drill which comes from the blackboard work is a strong aid to memory. In addition the child's own illustrations in his book help him to read it at home and start him in habits of independent, self-directed study. Not many pages in the book are completed before the children are ambitious to read their books to the class. This makes a strong motive for the mastery of the new skill, and each child has a definite goal which he is anxious to attain—the ability to read his own book fluently from cover to cover.

The most important result is the fact that from the beginning of their reading the children's attention is directed to the thought back of the printed page and to a thought in which they have a vital relationship.

This early "School Days," or "My Book," reader leads to the making of many other readers by the children, developed in connection with their experiences and interests.

Titles suggested for these booklets may be: The Toy-Shop, My Garden, Christmas, Spring, Play in Winter, or My Dolls.

SUBORDINATE PHASES OF WORK IN READING, PARALLELING READING FOR THOUGHT.

WORD STUDY.

This includes the study of words singly, and in phrase or sentence groups. The aims in this work are—

To develop rapid and correct recognition of words.
To insure correct interpretation and comprehension.
To develop a rate of speed consistent with the nervous and mental ability of the child.
To enlarge the vocabulary.
To extend the range of meanings of words.
To develop independent phonetic power to attack new words.

Devices.—Blackboard, word cards, phrase and sentence cards, signs, announcements, games. The game elements and ideas are used to motivate most

of the lessons in word recognition the first year. The play spirit must dominate the activity if the results of these games are to be effective means to instill and maintain a love of reading. The recognition of the words and phrases in the reading lesson and the span and the rate of reading are some of the purposes to be accomplished.

Suggested Games and Methods of Playing Them.

1. Matching words, phrase or sentence groups.
2. Children when called upon recite the words or phrases on cards that are rapidly flashed in turn.
3. Cards containing words and phrases are set on the blackboard ledge out of sentence order and children are called upon to arrange them in proper sequence to make a sentence.
4. As cards bearing words or phrases are exposed by the teacher, the children called upon say the word or phrase and give a sentence from the reader story or their own experience containing the word or phrase group.
5. Word or phrase cards are placed along the blackboard ledge or tacked on the blackboard frame.

Two children are competitors. The teacher or some selected child gives a word. The competitors who have pointers strive to be first to point to word or phrase; the one who does so scores one for each word called. The winner is rewarded by calling words to be found by the next two players.

6. The teacher or some child erases a word in each one of the sentences on the blackboard. The cards bearing the erased words are set on the blackboard ledge. The child called upon supplies the missing word.
7. Children called to the front of the room hold cards containing words to be emphasized, so that the class may see them. As the teacher or a child calls the word, the bearer of the card containing the word makes a curtsy or a bow, saying the word as he does so. Children who curtsy or bow for the wrong word miss and remain. The teacher calls words more rapidly and sometimes looks at one child while calling the word on a card held by another. The child who is seated first wins the game.
8. "Can you guess it?" One child hides in the clothing closet or outside the room. A member of the class points to the word selected from the chart, blackboard list, or words on the ledge of the board, so that all members of the class may see it. The child who is hiding is called and begins to guess. The guesser says "Is it 'stand'?" Class says, "No, it is not 'stand.'" The guesser continues until he selects the word chosen and class says "Yes, it is 'come,'" if that happens to be the word selected.

ndividual Games.

1. Sentences or short stories written, printed, or typed on cards. These are cut into phrase groups and words and placed in an envelope. Children reassemble them to compose sentences and stories.
2. Completion game. Sentences containing blanks for missing words and phrases are printed or typed on cards. The missing words and phrases are on separate cards. These are placed in the spaces where they complete the sense.
3. Picture game. Pictures and separate words and sentences that give the title, description, or interpretation of the pictures are placed in envelopes. Children choose titles or interpretative sentences and place them above or below the pictures.

4. Game of opposites. Words like cold, hot, black, white, etc., are placed in envelopes. Children choose a word and next to it place the word of opposite meaning. Another word is chosen, its opposite is found, and so on until the selection is exhausted.

5. Game of relations. Words and phrases related to two different subjects like "The Home" and "The Farm" are placed in an envelope. Children select all those relating to home and place them under that title. Those relating to the farm are selected to be placed under farm.

PHONETICS AS AN AID TO READING.

The purpose of training in phonetics is to give a means of attacking new words and to promote correct enunciation, articulation, and pronunciation.

New words are developed by the analysis of known words and the recombination of consonants and phonograms to form new words. For reference the teacher uses a type or key word, so that children may easily recall the sound, as "ball" for "all," "sail" for "ail." The essential elements of method to follow are:

To supply the phonetic sounds of letters in words which children desire to know, in their group or individual reading.

To provide games similar to those used for word recognition.

To apply the newly acquired facts and words to a varied and enriched content so that children may appreciate their growth in power and see the relation which it bears to their reading ability.

This may be done by composing sentences, stories, riddles, rhymes, nonsense stories, etc., that contain the newly acquired vocabulary.

SPELLING.

Spelling should not be formally taught as a subject of the curriculum. As a preliminary preparation or as an incentive to future motivation, however, there is no reason why, when the child begins to write, he should not have some incidental, informal introduction to the subject of spelling.

The following suggestions as to procedure are offered:

While the teacher is writing a word on the blackboard as "me," she says in accompaniment, "m," "e," "me." The child associates the name of the letter with the letter form. Pupils should not be called upon to spell or to repeat formally the spelling of the teacher.

Children will learn to spell many words and to recognize the letters of the alphabet through making signs, labeling articles, writing invitations, etc.

ATTAINMENTS.

1. *Attitudes, interests, tastes:*

A desire to read.

An interest in the ability to increase both directly and vicariously the sphere of social experience.

Reading for pleasure.

Appreciation of good literature.

2. *Habits, skills:*

In comprehension—to reproduce in action, play, or language the printed instruction, direction, or story.

To establish correct habits of association of words and their meanings.

2. *Habits, skills*—Continued.

Phonetically—to acquire the power to analyze words having common phonetic elements and from their elements to reconstruct new words; in other words, to develop the independent phonetic power to attack and interpret new words that possess phonetic elements known to the child.

In rate—to increase the eye span and the speed.

Hygienically—to assume good reading posture.

To establish correct eye movement.

3. *Knowledge, information:*

An increased vocabulary. Children of different mental ages or those possessing different intelligence quotients show differences in the extent of the reading vocabulary that can be acquired in a term of six months or a grade.

Those of average intelligence, 100–120 intelligence quotients, should acquire about 300 words; those of 120–140 intelligence quotients should acquire about 400 words; those of 140 and above should acquire about 500 words.

Children who are dull normals can acquire about 200 words. Those of borderline or moron grade vary so greatly in the type and number of their disabilities it is impossible to give any approximate statement of their limitations or capacities.

An increased knowledge of their environment.

The acquisition of a literary inheritance commensurate with their reading ability.

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Blaisdell's Rhyme and story. First Reader. Boston, Little, Brown & Co.
Bopp's Bobby and Betty at home. Chicago, Rand, McNally & Co.
Grover's The sunbonnet babies primer. Chicago, Rand, McNally & Co.
Grover's The overall boys. Chicago, Rand, McNally & Co.
Hix's Once upon a time stories. New York, Longmans, Green & Co.
Moore's Pennies and plans. New York, Macmillan Co.
Robinson's In toyland. Boston, Little, Brown & Co.
Hop O My Thumb. Chicago & Boston, Educational Pub. Co.
Jack and the beanstalk. Chicago & Boston, Educational Pub. Co.
Jack and the giant killer. Chicago & Boston, Educational Pub. Co.
Puss in boots. Chicago & Boston, Educational Pub. Co.
Red Riding Hood. Chicago & Boston, Educational Pub. Co.
The little red hen. Chicago & Boston, Educational Pub. Co.
The three bears. Chicago & Boston, Educational Pub. Co.
The three little kittens. Chicago & Boston, Educational Pub. Co.
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Chapter IV.

WRITING.

By Louise F. Specht.

Penmanship or writing as a subject in the curriculum for the first year continues to be a mooted question. If the child's desires and impulses are a guide to our judgment in the matter, we include writing. The illegible scrawls and marks that are meant to convey the child's message to an absent parent or to Santa Claus are an indication of a budding power that the teacher should develop according to the physical and nervous maturity of the child.

GENERAL AIM.

To satisfy the child's social need.
To extend his social experience.

SPECIFIC AIMS.

1. To satisfy the desire for written expression.
2. To introduce the child to the significance of social correspondence.
3. To acquire correct habits in using writing materials.
4. To establish the correct coordination of eyes, nerves, and muscles.
5. To acquire the recognition and reproduction of the letter forms in script.

SUBJECT MATTER.

The words and letter forms used in the letters, messages, names, and labels that the children choose to write as the expression of an individual or a social desire. These may be—

1. The children's names.
2. The name of the school.
3. Labels.
4. A message to an absent parent or child.
5. An invitation to a parent's meeting or a party of some kind.
6. A letter to Santa Claus.
7. A valentine.
8. Making their own word games.
9. Writing the alphabet and illustrating it.
10. Composing and writing their own nonsense alphabet.
11. Writing in connection with projects.

Replies to a questionnaire sent out to seven large cities show that authorities in all these cities are unanimous in advocating the teaching of large script forms and the use of free-arm movement.

METHOD.

When the child expresses a desire to write and states what he wishes to write, the teacher writes a sample copy on blackboard or chart with a sufficient variation of vocabulary to allow the child a personal choice, for example—

DEAR SANTA:
Please bring me a doll (sled, drum, book, etc.).
Your little boy (girl).
ROBERT.

The test of success is legibility.

The child discovers he lacks technical skill. The teacher, by suggestive remarks as she writes the word which the child finds difficult, by having the child trace the word in the air, or by tracing the sample or guiding his hand, gives the child the aid he is seeking until he learns to write the word independently.

The emphasis should be sequentially as follows: Social or individual motive; composition, simple in form and good in style; legibility; form; slant.

ATTAINMENTS.

Attitudes and interests:

A desire to write.
An interest in receiving and sending written messages.
A desire to acquire ability to write words and sentences, so that when a letter or a message is to be written an intelligent and interesting expression may be conveyed in writing.

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Chapter V.

LANGUAGE.

By FLORENCE C. FOX.

INTRODUCTION.

The language work of the first grade should be continued along the lines begun in the kindergarten; but since the mastery of the language arts is one of the chief purposes of the early grades, it should receive a larger emphasis and assume greater definiteness of purpose and method. The work of the kindergarten has stimulated children's language development through the opportunities it has afforded for conversation (1) between the children themselves; (2) between groups of children and the teacher in the games and cooperative manual activities; (3) and between the whole group and the teacher in the "conversation period." All this has afforded opportunities for increasing the children's vocabularies, for the correction of errors, and for the organization of their ideas, in a very informal way.

Opportunity must be offered.—The lack of opportunity for oral language is the most noticeable defect in the modern primary school program. Individual pupils in the first grades throughout the country speak less than 100 words during a five-hour session of school, including all their responses in the recitation periods of the fundamental subjects.[1] They talk on an average less than half a minute during the school day.

Essentials in oral language.—Primary language exercises should be oral in their character and should train for fluency and ease in speaking. The bases of these lessons should be (1) conversation regarding the child's school and community life and the realm of nature lying close about him; (2) stories and poems from the best literature for children; and (3) detailed narrative in the history of primitive people.

Definite time allotment and forceful presentation needed.—Definite time allotment for the language period and a detailed outline for use in the language classes is an imperative necessity if the child is to receive this essential training. The work also requires a tenacity of purpose on the part of the teacher, a careful preparation, and a vivid and forceful presentation. It requires a sympathetic attitude, one that shall inspire the child to give, unconsciously and simply, his own version of the stories, poems, narratives, and experiences which he has acquired. These exercises should never take the form of memory drills that consist in repeating the rules of composition from a book or the reproduction, verbatim, of the text of a story.

Points to be emphasized.—These are the points that need to be emphasized. A definite outline, a steady purpose, a continuous program. They are the first essentials in the training of little children in the art of oral expression.

[1] Data from questionnaires and from surveys in Bureau of Education.

Auditorium periods.—It is one of the best signs of the time that get-together exercises are more and more becoming a feature of the daily school program. Here is an intriguing motive for exercises in oral expression and the modes most closely related to it. Once a week, at least, the primary and kindergarten groups should come together for an hour of music and literary exercises and of reports on civic interests and nature observations. The Francis W. Parker Year Book on Morning Exercises sums up the values of this period in their school in the following words:

It is evident that the exercises grow out of the daily work of the school or out of the interests of the children in some large absorbing outside question. The subject is sometimes science, the telling or illustrating of nature observations; the story of some visit to the farm, the art gallery, or workshop; history, current events; the massing of the literature and music of some special subject or special day; the telling of stories that delight the children's hearts; or the discussion of some problem of vital significance in the community life of the school. Therefore the exercises instead of interfering with the school work, emphasize, reinforce, and vitalize it; give it purpose and form and furnish the best test of the children's growth and power to think and of their skill in expression.

SPECIFIC AIMS.

1. To provide opportunity and suitable material for the exercise of oral language.
2. To stimulate the children to use that material.
3. To train them in the right use of oral language.
4. To develop the use of written forms from the oral.
5. To make a conscious connection between oral language and the other language subjects, reading, writing, spelling, and phonics.
6. To discover the appropriate correlation which exists between oral expression and the manual arts and to train children in their use as modes of expression.

OUTLINE ON SUBJECT MATTER.

I. COMMUNITY LIFE.

Continued from the kindergarten program.—The same interest in social activities which the kindergarten fosters in its daily program should be continued in the first grade. Here it should receive a more detailed treatment in the form of units of study around which may be grouped the technical subjects of the first-grade curriculum.

The child's home.—Reports of the child's observation of his own house, its color, size, and general appearance, of the different rooms in his house, the furniture in each, and its specific purpose offer excellent material for these units of study.

Home activities.—According to statistics, about 50 per cent of the children in the first grade set the table at home, 50 per cent wash the dishes, and 100 per cent wipe the dishes. Discussions in the schoolroom regarding these homely tasks, the best ways and the necessity for performing them, will lift them above the plane of drudgery they so often occupy in the child's mind, and will afford at the same time a most opportune occasion for training in oral language. Especially is this true of children of foreign parentage who are groping blindly for expression in an alien language. A few odds and ends of dishes will supply material for an exercise on setting and unsetting the table, washing and wiping dishes, and putting them away, which will form an objective basis for this work in the schoolroom.

Luncheon periods.—In the kindergarten a luncheon period has been part of the daily program from its beginning and has been of great value as a training in refined and courteous behavior. Food has been eaten, dishes washed and set away, crumbs brushed, floor swept, and room tidied. Children have been encouraged to talk freely during this period of their interests and experiences, and the hour has been one of pleasure and profit in this school. This luncheon period should be continued in the first grade and should become an integral part of every primary school program. Exercises of this kind repeated day after day not only train in oral language but are sure to carry over into the home life of the child and to make for better living in a school community.

Games and vacation sports.—His games and vacation sports fill a large place in the child's world and should find some recognition in his school life. Visits to the country, fishing and swimming, playing Indian and cowboy, and the games of hide-and-go-seek and hunt-the-thimble are among the activities most often recorded in first-grade reports on out-of-school activities. The child comes into the schoolroom from this life of freedom, from a home where every variety of household activity is being carried on, and all too often spends his day in school in the manipulation of symbols and in abstract drills on technical subjects.

2. NATURE STUDY LESSONS.

Gardening and kindred subjects.—In the making of a garden there are many openings for the highest type of oral language training. The question, "Who has a garden?" calls forth an animated response in any first-grade class of children who are full of this subject in the spring of the year and are more than willing to "talk it over" with an appreciative teacher. She has but to follow their lead to find herself borne along on the impetus of their enthusiasm.

A wonderful incentive is this, the making of a garden, to develop a unity of interest and a desire on the part of the children to express this interest. Our oral language is so apt to become static and fixed, or to be neglected entirely, that the teacher should be on the qui vive to utilize every bit of this desire that springs up in her class and should remember that the more spontaneous the response, the greater its value.

How vital these kindred subjects are for every grade in the school: Bird boxes in the garden, and what to do with the English sparrow; how is this little savage of bird life responsible for the depredations of the Tussock moth; the household cat, and his relation to the fruit trees in the garden; the economic value of the American toad; and so on through many phases of these natural phenomena.

Preparation of teachers.—How may one dare to put this question, "What must we have in our garden?" to a group of wide-awake, active, little children? Only by having in the back of one's head a carefully prepared outline on garden making, a series of problems to set these children to work upon, and materials on one's closet shelf for experiments to satisfy the eager questions of this little group of agriculturists. Armed with but a single book, that of Hodge's Nature Study and Life, and a few bulletins from the Department of Agriculture, with an open mind and a willing spirit the teacher may become well prepared to meet these questions. With her outline ready, her data at hand, into what fertile fields may she not walk with these earnest little disciples. Speech shall be golden, since it shall express all the wonder and all the delight which these eager little children shall have discovered in the magical truths of nature.

METHODS.

How to use this material.—A free and open discussion of these subjects logically leads to the formulating of a series of sentences by the class which may be used later as reading lessons and as written language material throughout the year.

The teacher stands before her class at the blackboard, chalk in hand, and the lesson proceeds as informally as possible. As she develops these lessons, the teacher should use the question method, and should draw out the answers to her questions from the pupils in a spontaneous and spirited manner. Where items of information are necessary she should supply them, in story form if possible, before the children begin to formulate the sentences. Two elements should be in the teacher's mind, a limited vocabulary and much repetition, as she works with the class in the formation of sentences.

WRITTEN LANGUAGE.

Written and oral language and reading.—The development lessons in language and reading which are recommended, both in this chapter and in the chapter on reading, combine these three modes of expression into a complete unit and illustrate a fundamental pedagogical principle. The three forms are inseparable and should be taught at one and the same time.

In these lessons the child's vocabulary, both oral and written, is enlarged, his ungrammatical expressions are corrected, and his power to form clear and concise statements is developed. Here also is the opportunity for the organization of the story or narrative into a logical sequence of events, for the stressing of important points, and for the elimination of unrelated details.

Written language and penmanship.—The closest correlation between written language and penmanship should exist in the early work in these subjects. Writing is a mode of expression and should be taught as such in the first grade. The child should spring to the board under the impulse of an idea and attempt to express that idea in writing. It may be only an isolated word from his reading lesson, a phrase, or a simple sentence, but there is a thought back of it which he is seeking to express to others. If he forms this habit early, nine-tenths of the difficulties of written language are avoided.

If, on the other hand, writing is first presented to him as a technical subject, and the isolated forms of penmanship precede the use of writing as a mode of expression, habits are formed and an attitude of mind is cultivated which persist during all the child's later work in written language.

Vocabulary is the child's stumbling block in his early work in written language. To remove this the teacher may stand at the board and may supply any word which the child may need by writing it on the board as he quietly asks for it.

The subject matter for these early lessons in written language should be extremely simple. No involved story should be used as a basis for written reproduction in the first grade. The fable is a direct statement of a single action and its immediate consequence. It can be reduced to three or four short, concise statements, and affords for this reason appropriate material for early written reproduction. A list of fables for this work is included here, with a bibliography of readers where each may be found and may be used as reading lessons also in connection with the written language.

LIST OF FABLES.

The Lion and the Mouse.
Merrill Readers, 2. (Dyer and Brady.)
Baker and Carpenter. (Macmillan.)
Horace Mann. (Longmans, Green & Co.)
Carroll and Brooks. 2. (Appleton.)
Baldwin and Bender. 1. A. B. C.
Child Classic, 1. (Bobbs-Merrill.)
Classic Fables. (Maynard and Merrill.)

The Wind and the Sun.
Hill Readers 1. (Ginn.)
Howe, P. (Scribner.)
Life and Literature, 2. (Daub & Co.)
Halliburton, 1. (D. C. Heath.)
Finck, 1. (Ginn.)
Carroll and Brooks, 2. (Appleton.)
Jones, 1. (Ginn.)
The Child's Word Garden. (Ginn.)
Classic Fables. (Maynard and Merrill.)
New Education, III. A. B. C.

The Hare and the Tortoise.
Classic Fables. (Maynard and Merrill.)
Merrill. 1. (Dyer and Brady.)

The Hare and the Tortoise—Continued.
Silver, Burdett, 1. (Silver, Burdett Co.)
New Education, 2. A. B. C.

The Field Mouse and the Town Mouse.
New Education, 2. A. B. C.
Progressive Road, 1. (Silver, Burdett Co.)
Carroll and Brooks, 3. (Appleton.)
Halliburton, 1. (D. C. Heath.)
Life and Literature, 2. (Daub & Co.)
Baker and Carpenter, P. (Macmillan.)
Classic Fables. (Maynard and Merrill.)

The Fox and the Grapes.
Classic Fables, 1. (Maynard and Merrill.)
Holton-Curry, 1. (Rand, McNally Co.)
Howe, 1. (Scribner.)
Finck, 1. (Ginn.)
Carroll and Brooks, 2. (Appleton.)
Gordon, 2. (D. C. Heath.)
Jones, 1. (Ginn.)
Silver, Burdett, 1. (Silver, Burdett Co.)

THE POEM AND THE PICTURE.

The value of the poem as material for language lessons in the first grade lies in the appeal which it makes to the child's esthetic nature. It should be treated as a work of art and presented to the children by the teacher in the most artistic manner possible. The rhythm, the music of the words, and the swing of its measure should be left to make its own impression on the receptive mind of the child, without thought of analysis or discussion.

The same may be said of pictures. The term "picture study" should not be used in the first grade, nor should it be attempted until the children are much older. Copies of great pictures may be used to enhance the study of some subject by presenting an idea in graphic form where grace of line and charm of composition are emphasized, but the value of this is lost if the children are urged to describe and to dissect their impressions of the picture.

The materials for the poems read and the pictures presented should be chosen with reference to their relation to the project which is being worked out by the teacher and her children, or for the mere joy of hearing or seeing an artistic composition. Several collections of poems and lists of pictures should be in every schoolroom, from which the teacher may select as the occasions arise.

ATTAINMENTS.

I. New Impressions.

The child in the first grade has added to his interests and experiences through many sources:

1. Field trips and nature observations.
2. Contact with home and school life from a slightly different angle than that of the kindergarten.
3. Books and pictures.
4. Stories of many kinds.
5. His more conscious attitude of responsibility to the community life in which he lives.

II. Power of Expression.

In addition to the power gained in the use of language in the kindergarten, the child in the first grade has acquired skill in:

1. *Oral reproduction.*—In detailed narrative and in the reproduction of a story as a unit or a single piece of literature. This involves: (*a*) The organization of the story into parts which follow each other in logical sequence; (*b*) the play of the imagination over the details of the story; (*c*) the clear visualization of the setting of the story and the action which takes place; (*d*) the training of the voice and the body to respond naturally and simply to the emotions which the story may arouse.

2. *Language.*—(*a*) He acquires a new vocabulary; (*b*) becomes familiar with phrases and sentences which will eventually assist him in proficiency in oral and written expression and in the forming of desirable reading habits.

3. *Manual arts and gesture.*—Through these (*a*) the child gains the power to use all the arts as a means for the expression of thought; (*b*) he sees the relationship between gesture, painting, drawing, modeling, making and building, and the various phases of the experiences which he wishes to represent.

Chapter VI.

LITERATURE.

By FLORENCE C. FOX.

INTRODUCTION.

Tool subjects and content subjects.—Language and literature are so closely associated in the primary grades that the consideration of one involves a discussion of the other. They differ widely in their function, however, for language is a tool subject, a mode of expression, while literature is a content subject, which in the form of story hearing by the pupil becomes a mode of attention or study.

Language depends upon literature for one of the most important materials upon which to exercise its function, and this relationship should never be disturbed in the first grade. In other words, the tool subject of speech should not be treated as a subject of study in the early years of language training, as is now the case in the majority of classes in first-grade language lessons. Tools need to be sharpened, it is true, but continued use of forms of speech, carefully supervised by the teacher, will do more to cultivate ease and fluency in oral expression than many months of time spent upon a formal training in the technique of oral language.

The story as a basis for language training.—The story offers the best possible opportunity for training in language. It carries the child into a world of imagination and fancy. It builds upon the known element in his everyday experience and idealizes and enlarges that experience.

In technical training it introduces him to new and better ways of saying things, to a wider choice of words where his vocabulary has been limited, and it reveals to him the many shades of meaning which may be expressed by the human voice.

METHOD.

Preparation of the teacher in story telling.—Skill in telling stories to little children should be as much a part of the primary teacher's equipment as a knowledge of good literature and discrimination in its selection should be. All the art of story telling which she covets for her pupils the teacher should herself possess one hundred fold.

Presentation of the story.—Simplicity and directness of appeal, with a fine sense of tone values, should characterize the presentation of the story. Says Chubb:

> The teacher must be a magician of all childish moods in the compass, from grave to gay; able to touch lightly the minor chords that are needed to bring out the triumphant major passages. And this last and very important art she must likewise possess: The art of skillful repetition, of the refrainlike effects, the leading motives, which recall central facts and effects.

Study of the story.—Nor does the teacher's responsibility end with the telling of the story, for a very definite consideration of its movement from one point of

action to another will assist the children to organize its parts into a logical, literary whole, and will train them in that priceless accomplishment, the ability to form vivid mental images from hearing word pictures.

This detailed presentation of the story which is advocated for the first grade should be a step beyond the more artistic treatment accorded it in the kindergarten. Modes of expression should grow out of this study directly bearing on the various phases of attention which the story awakens in the child's mind.

THE STORY OF THE BILLY GOATS GRUFF.

Type of story.—Merrill, in the Francis W. Parker Year Book, Volume VIII, says:

Every story must be perfect in form as well as content. As an illustration in point, let us consider the Three Billy Goats Gruff. The structure of this little tale, as given in Dasent's Popular Tales of the Norse, is as perfect in its way as any of the great novels. First, there is *exposition;* the Three Billy Goats Gruff are introduced—then comes the problem; they wish to get to the hillside for food—then arises the *complication;* they must cross the bridge, and an ugly old troll that eats billy goats keeps watch under the bridge; now comes *rising action;* the Little Billy Goat Gruff, starting to cross the bridge, is challenged, but superiority of wit and intelligence win him safely through the suggestion that his brother will make a larger dinner. The next incident thus prepared for and thought is directed to it. The second Billy Goat Gruff comes and is challenged, and likewise proves equal to the situation, and thought is again directed to the incident to follow. Then we have the *climax;* the Big Billy Goat Gruff steps onto the bridge and utterly overcomes and destroys the aggressive, stupid old troll. The obstacle being surmounted, we have the *resolution;* and the Gruff family get the food for which they started.

The story is a unit; there is not an incident that does not serve the central idea; cause and effect are perfectly balanced; the arrangement of the incidents are perfect. The problem is suitable to children; the outcome is ethical, for intelligence defeats stupidity and mere physical bulk.

Rendition.—Much of the charm of this fine old tale lies in the refrain which occurs frequently throughout the story, and in the tones of the teacher's voice as she recites the lines to the children. "Trip, trap! Trip, trap! who's that tripping over my bridge?" should be given with emphasis and feeling and with increasing force for each repetition. Its dramatic quality is quite unusual and should be made so effective in the telling that the children will unconsciously imitate it in their reproduction.

How to study the story.—After the telling of the story by the teacher it should be discussed with the children in a most informal way, but always with a definite outline in the teacher's mind. She leads the children unconsciously to organize the material, to visualize the different characters and situations, to dramatize the action, to retell important parts, and finally to tell the story entire, as an exercise in oral language.

Outlining the story with the children:

Part I. Three Billy Goats Gruff lived together in a cave. They wanted to go up on the hillside to eat grass and get fat.

Part II. They had to cross a bridge to get to the hillside. An ugly old troll lived under the bridge who liked to eat billy goats.

Part III. Little Billy Goat Gruff went onto the bridge first. The troll wanted to eat him, but the little billy goat persuaded the troll to wait for his bigger brother, the second Billy Goat Gruff.

Part IV. The second Billy Goat Gruff went onto the bridge next. The troll wanted to eat him, but the second billy goat persuaded the troll to wait for his biggest brother.

Part V. The Big Billy Goat Gruff went onto the bridge last. The troll wanted to eat him but the Big Billy Goat tossed the troll into the water and he was never seen again. The Billy Goats Gruff all went to the hillside to eat grass every day. They got so fat they could hardly get home.

Logical sequence of study.—Through this exercise the children themselves have organized the story into five parts, or acts as they are called in the drama, and are ready to consider these five units in relation each to the other and to the whole. To visualize, to discuss and relate, and to reproduce is the orderly sequence of this study; to call up the mental picture and then to describe it through the media of the various modes of expression; by oral language, graphic art, gesture, and later by written language; by whatever mode is most appropriate.

Visualizing.—To visualize is the essential, fundamental principle upon which this training rests. "I believe that the image is the great instrument of instruction," said Dewey, in his Pedagogical Creed. "What a child gets out of any subject presented to him is simply the images which he himself forms with regard to it." The teacher's part in this study is not to instruct but to help the child to form his image and to suggest and provide a suitable medium through which he may express that image. The following outline is suggested for this story and may be easily adapted to any other.

Summary.—No story needs so complete an analysis as this outline suggests, and not all modes of expression should be used in one story. Some modes of expression are peculiarly appropriate for one story and some for another, depending upon the type of story, the teacher's convenience, her class of children, and the materials she may have at hand.

Outline for the Reproduction of the Story.

I. Visualizing Part I.—Emphasizing the background of the story. (Leading question: If you should draw a picture of the Billy Goats Gruff story, what would you put into it?)

Expression.—Drawing the story on the blackboard.

Drawing.—If the children are encouraged to draw freely from the first day of school they will have no dread of what, to an untrained teacher, is a difficult task. Children draw as naturally as they make a gesture and much more naturally than they talk when the reproduction of a story is involved. "I can not tell it, but I can draw it," is often said by children whose natural aptitude for drawing has been encouraged and developed.

Chalk modeling at the board is the best medium for this early work in drawing. Long, sweeping, downward strokes with the side of the chalk for vertical objects in a landscape, like the trunks of trees, side strokes from left to right for rolling country, and slanting strokes for hills and mountains makes this type of reproduction extremely simple for little children. The drawings are crude at first, but they gradually assume correctness of form and proportion under the kindly guidance of the teacher. This method also gives full play to the free-arm movement so essential to good penmanship in later grades and is an invaluable training in graphic expression.

II. Visualizing Part II.—Emphasizing outline of form in size and shape. (Leading questions: How does a billy goat look? How does a troll look? etc.)

Expression.—Cutting the story with paper and shears.

Cutting.—This mode of expression represents the outline of the object and is one of the best modes for early work in graphic representation.

III. Visualizing Part III.—Emphasizing motion. (Leading questions: How did the billy goat walk onto the bridge? What did the troll do? etc.)

Expression.—Posing the characters in the story.

Posing.—This mode of expression should precede the dramatization of a story. Many children who have difficulty in acting can take the pose of a character. Diffident children will be able to take part in this simpler form of action.

IV. Visualizing Part IV.—Emphasizing form and color. (Leading questions: What other animal does a billy goat look like? What color has he? etc.)

Expression.—Painting with brush and colored crayons.

Painting.—This mode of expression is a difficult one for little children because the wash of color must be kept within the outline of the object. If the outline is cut before the object is painted, it will not limit the stroke of the brush. Precede the painting with cutting of the object from drawing paper and when finished paste it on an appropriate background.

Painting a landscape for the story.—Prepare a landscape in water colors for the background of the picture and paste the painted objects in their appropriate places. The wash of color for the background should be made with a sideward stroke of the brush from right to left, the upper half of the picture in blue for the sky and the lower half in appropriate colors for the different seasons of the year; green for the spring landscape and summer, brown for the fall, and dull gray for the winter. Hills and level country are represented by the sky line, which is drawn in lightly with a pencil before the painting is done. Trees may be cut from green paper and pasted into the picture to represent the foliage.

V. *Visualizing Part V.*—Emphasizing form and substance. (Leading questions: How would you like to build this story on the sand table? How shall we model the sand for the setting of the story? Of what shall we model the Billy Goats Gruff and the troll?)

Expression.—Modeling on the sand table.

Modeling.—Sand table modeling represents the object more adequately than any other because the three dimensions can be expressed by it. It involves a study of form and size, and proportion in length and breadth and thickness. It sustains enthusiasm and intrigues the pupils' interest indefinitely.

Clay modeling.—Building upon the sand table calls for the representation of objects in bulk which should be expressed through the clay or plasticene medium. In this connection clay modeling has an unusual value because a compelling motive lies back of the work. The content of the picture is in the child's mind and not a representation of the form only.

VI. *Visualizing Part V.*—Emphasizing action. (Leading questions: Now we have finished the story; how would you like to play it? etc.)

Expression.—Dramatizing the story.

Dramatization.—Much of the value of this exercise lies in the opportunity for initiative and resourcefulness which it affords. The children should be as free as possible during this period. After a leader has been selected he should be held responsible for the representation of the play. He should assign the different parts and instruct the characters. If his effort fails, another leader should make an attempt to organize the story into dramatic form and to present it before the school. "Hands off" should be the teachers' slogan if she desires to cultivate initiative in her pupils. A pantomime may be organized by a group of children outside the classroom and after presentation the class may guess the name of the story that has been dramatized.

VII. *Visualizing Parts I, II, III, IV, V.*—Emphasizing oral expression. (Leading questions: Who would like to tell the story? etc.).

Expression.—Telling the story.

Oral expression.—A distinct motive should lie behind the work in oral language. Artificial and unnatural attitudes toward this exercise are fostered if the child is asked to stand before the class and repeat time after time a story with which the class is already familiar. He feels that he is being trained and is conscious of it and usually resents it; at least it tends to make him self-conscious, and robs the exercise of all spontaneity and pleasure. Many motives may be used to put joy into this exercise; to tell a story about a picture he has drawn on the board; to tell a story to a visitor; to a class in another room; at home to mother or father; or to a pupil who has been absent.

Children who have difficulty in oral expression may be asked to give the entire story, and those who are proficient to help others by giving parts. Grammatical errors can be corrected while the pupil is giving the story unless this tends to make him self-conscious; then the correction should be deferred until he has finished.

BIBLIOGRAPHY.

Studies in education: Francis W. Parker School.
Festivals and plays: Chubb.
Teaching of language: Chubb.
Nature study and life: Hodge.
Nature study: Jackman.
The Fox manual for teaching reading: Florence C. Fox.

The poem.—Poems should be used.

FIRST AND SECOND READERS WHERE THESE STORIES MAY BE FOUND.

Folk-Lore with Cumulative Element.

For Oral Language and Reading.

The Little Red Hen:
- Graded classics, 1. (B. F. Johnson.)
- Hill readers, 1. (Ginn.)
- Baker and Carpenter, 1. (Macmillan.)
- American school readers, 1. (Macmillan.)
- Beacon readers, P. Ginn beacon readers—I.
- Horace Mann, P. (Longmans, Green & Co.)
- The beginner's reader, P. (Houghton Mifflin.)
- The riverside reader, 1. (Houghton Mifflin.)
- The Arnold primer. (Silver, Burdett & Co.)
- Progressive road, I. (Silver, Burdett & Co.)
- New education, III. A. B. C.
- Carroll and Brooks, 1. (Appleton.)
- Elson, reader, 1. (Scott, Foresman & Co.)
- Child classics, 1. (Bobbs-Merrill.)

The Three Bears:
- Graded classics, 1. (B. F. Johnson.)
- Holton, P. (Rand, McNally & Co.)
- Holton-Curry, 1. (Rand, McNally & Co.)
- Baker and Carpenter, 1. (Macmillan.)
- The Blodgett readers, 1. (Ginn.)
- The national method, 1. (Scribner.)
- Carroll and Brooks, 2. (Appleton.)
- The beginner's reader, 1. (Hougton Mifflin.)

The Three Bears—Continued.
- Progressive road, 1. (Silver, Burdett & Co.)
- The Merrill readers, P. (Dyer and Brady.)

The Three Billy Goats Gruff:
- Holton-Curry, 2. (Rand, McNally & Co.
- Baker and Carpenter, 1. (Macmillan.)
- Beacon readers, 1. (Ginn.)
- Horace Mann, 1. (Longmans, Green & Co.)
- Carroll and Brooks, 2. (Appleton.)
- The Elson readers, 1. (Scott, Foresman & Co.)

The Old Woman and Her Pig:
- Graded classics, 1. (B. F. Johnson.)
- Baker and Carpenter, 1. (Macmillan.)
- American school readers, 1. (Macmillan.)
- Beacon readers, 1. (Ginn.)
- Horace Mann, P. (Longmans, Green & Co.)

The Three Little Pigs:
- Graded classic, 1. (B. F. Johnson.)
- Baker and Carpenter, P. (Macmillan.)
- Beacon readers, P. (Ginn.)
- The Gordon readers, 2. (D. C. Heath.)
- Progressive road, 2. (Silver, Burdett & Co.)
- The national method, 2. (Silver, Burdett & Co.)
- The Merrill readers, 1. (Dyer and Brady.)

Chapter VII.

INDUSTRIAL AND FINE ARTS.

By MARION S. HANCKEL and ELLA VICTORIA DOBBS.

As the sole value of life in school is its influence on life outside, the aim of this course will be to promote only such projects in the constructive arts as will carry over into the children's interests and lives outside as well as inside the school.

This course is designed to help young children to achieve "social ideals and skills," as well as the "use of such tools and materials as will best serve to introduce them to the larger life." To accomplish this, the materials chosen will "provide experiences which lead toward the arts, industry, and sciences." The materials will not only stimulate activity and thought, but will encourage the working out of projects which will call into play other school subjects and art.

As it is the mission of art to teach a love of beautiful things, clothes, houses, and other surroundings, to the end that life may be richer and more full of beauty, it is hoped that this course will further this mission, so that the children's lives may grow into greater harmony with such purposes and ideals.

GENERAL AIMS.

To develop appreciation, especially of material surroundings.
To foster a love of beauty.
To satisfy the desire to express ideas and to create.
To clarify thought through expression.
To provide experiences which lead toward the arts, industry, and sciences.

SPECIFIC AIMS.

To develop knowledge of mastery over material surroundings through manipulation and experimentation with common materials.

To develop power of judgment through freedom of choice among various materials and plans in attaining desired ends.

To stimulate self-direction through a conscious mastery of materials and processes.

To develop ability to work with others in realizing a common purpose.

SUBJECT MATTER.

It is assumed that the children of the first grade have acquired, in the kindergarten, some skill in construction and decoration in relation to the needs and interests of their play life. In the first grade the projects worked out should be more complex, and greater emphasis should be placed upon technique, the appropriateness and beauty of decoration when decoration is required, and greater efficiency in cooperative effort. Some of the projects

should be such as to give children an insight into industrial processes, and others such as will afford opportunities for decorative effect. The exercises in the industrial and fine arts should not be set apart from each other or from the other work of a grade, but both alike should be concrete expressions of some phase of the subject matter of the curriculum.

In a curriculum organized upon modern educational principles the subject matter is of a kind that can be worked out in project form, and that will stimulate children to expression of that type. In order to meet these requirements it must center about the children's needs and activities at the different stages of their development. The material contained in the chapter on subject matter has been selected in accordance with this idea, and the subject matter outline indicates what this should be for children in the first grade and in what respects it is an advance upon the work of the kindergarten, which was organized upon the same basis. With these ideas concerning the work of both kindergarten and first grade, teachers will be able to help children to work out projects of worth, appropriate to the environment and their own special needs.

METHOD.

Teaching is like playing a game. The rules are known, but the individualities of the teacher and the children, as well as the materials used, make the results vary considerably. Therefore the teacher must take as her point of departure a deep knowledge of children and materials, using the latter to develop "self-direction" in the children.

She must realize the importance of keeping acts and ideas close together, so that the school arts needed will be an organic part of the children's activity, and of the school program as a whole. She must organize the work so that children will learn the elements of art—color, form, and arrangement—through decoration since they learn these elements better through decoration than in any other way. Through the repetition needed in designing they gain technique in connection with ends of worth in their own experiences. In the period devoted to art the teacher should:

1. Provide the right material, and know the possibilities of these and also the limitations that these will place on the children.

2. Study the children so as to know where they are in thought and power of expression, and when they need help.

3. Provide for freedom of choice both as to project and material, so that the material will exercise a stronger influence than the teacher. She should be an observer and guide but not a dictator.

4. Exercise the leadership needed in helping the children to choose what is best for them at the present time and in the future.

There is still much difference of opinion as to the amount of freedom that it is wise to allow children in carrying out project work, and how much the conditions make possible. Both the general procedure and the specific method here described assume the conditions, as to the number of children, equipment, and flexibility of program, to be such that the utmost freedom can be allowed. When first-grade teachers have to follow a rigid time schedule, the art period may be devoted to the initiation of projects which may be carried out by the children during the periods which are devoted to so-called "seat work." The results obtained by the individual children may be brought together again in the art period and discussed and criticised. This discussion will give the children new standards for working independently. The use of the art period for project work will do away with the formal art lessons which have no relation

to the rest of the subject matter in the first grade. Project work in the seat work period will abolish the purposeless "busy work" which a school superintendent has thus characterized: "In it all there is no project nor problem. There is nothing in particular to be accomplished by the work that the child does; it is simply to give him something to do, so that he will not bother the teacher and the class that is up in front attempting to do real work. The children who are at their seats doing busy work are getting very little of real education. There is no incentive to develop their initiative; there is no project to pursue to a conclusion. In fact, the work that they are doing during the busy-work period has not only very little educational value but is stagnating to the life of the child." Assuming the right conditions, the steps in the process of working out projects in Industrial Arts would be as follows:

1. Experimentation. In this the children as individuals make things suggested by the material or which are the expression of their thought.

2. The children feel the need for projects of greater social worth than those which they have evolved, or for a better expression of the ideas which they have attempted. In consequence they experiment again for the purpose of improving their work.

3. The children see the need of group cooperation and a more definite plan in order to carry out the ideas that are evolving in their minds.

4. They may choose a group leader with whom they plan the work to be done and decide upon the individuals or groups who shall carry out certain phases of the whole.

5. The children select the materials and do the work assigned.

6. They check up the results, judge its worth, and plan improvements for similar projects in the future.

The specific method used in any project will have two purposes:

1. To help the teacher to plan carefully with the children in order that she may appreciate every detail of projects initiated by them and thus be able to help them so to organize their activities that real educational values may result.

2. To help the children by providing opportunities to do, to enjoy, to learn, to sacrifice, and to share with others of like mind in work and play. It should lead them to increased self-guidance, social responsibilities, right obedience, and right criticisms.

Since the project depends upon a real situation out of which various phases of subject matter develop in a natural way, it is self-evident that handwork materials and processes play a large part in project work and very often form the starting point for the project when the desire to have some specific thing prompts the attempt to make it. The projects undertaken may be either individual or cooperative.

The suggestion which prompts the project will grow naturally out of some immediate experience which stimulates the child's instinct to imitate. Playing house and store are ideas always ready for active expression because of children's desire to do what grown folks do. Parades and patriotic celebrations will prompt them to organize parades of their own, and a visit to the zoo will prompt them to play menagerie. The advent of a circus will result in efforts to play the clown or the acrobat.

In the successful use of the project method the children must feel the fullest responsibility for the whole process—the selection, the planning of details, the division of labor among the members of the group, the assembling of the parts and checking of results. The teacher plays the part of supervising engineer and as inconspicuously as possible keeps everything moving in the right direction and sees that materials are ready when needed. She will be ready with

a helpful suggestion whenever the work halts because the children have exhausted their resources or whenever they are in danger of losing sight of their real purpose in some useless or harmful detail. By wise suggestion and advice she will keep the children from undertaking more than they can accomplish and will encourage them to persevere in what is undertaken until reasonable success is attained. These items, important at all times, are especially important in individual undertakings. Nothing could be more disastrous than such a use of free activity that in any case a child should form a habit of flitting from one thing to another in response to whims instead of a serious and purposeful attention to the work to be done. Throwing all possible sense of responsibility upon the children does not in any degree relieve the teacher's burden. It rather increases it in many respects. It affords greater opportunity, however, for her to study the characteristics and needs of the individual child and suit the work to his needs and to help him to see the relation of his own work to that of the group as a whole.

Projects involving handwork form the best possible foundation for developing art appreciations through the desire to decorate. It is possible gradually to select from these concrete situations the laws which make for beauty everywhere and at the same time keep the ideas of beauty closely related to the practical everyday affairs in which beauty counts for much in comfort and happiness.

Abundant opportunity for class criticism is of great importance. Newly finished work, both individual and cooperative, should be displayed for admiration and all the strong and successful points freely commented upon in order that the joy of accomplishent may be satisfied to the full.

Later—preferably just before a new effort in a similar direction—the work done may be examined somewhat more critically in order to discover how the best results were obtained and to discover errors and weaknesses which may be improved in the new effort. If attention is centered on some one or two points the children will be able to note their improvement more definitely and in so doing gradually build up standards of appreciation.

Representative art.—Fine art divides naturally into design and representation. In class-room practice the element of [illegible] should be constantly stressed not only in matters of decoration but in general orderliness and fine, i. e., refined, behavior. Much more time will be given to design because it is an integral part of almost every process. Representative art, though less prominent, serves its purpose in pure enjoyment and in developing higher ideals through greater appreciation. The child's intense love of pictures and picture making offers the point of contact for helping him to see and to represent what he sees. At first his pictures express his imagery regardless of the facts. The sky and the grass in his landscape do not meet. He draws a gable at each end of his house and often adds the people who live within. His trees show many leaves often quite out of place or proportion. Children's inadequate expression may best be corrected through the use of illustration and sketching. Different kinds of leaves, fruits, or trees may be sketched until their characteristic features are impressed upon the children's minds. Children may be led to express action through drawing pictures of people running as in Tom, Tom, the Piper's Son, or as in the Gingerbread Boy.

Criticism and appre[illegible] of representative art.—Progress in learning to see grows by two factors [illegible], through comment and opinion. Children should be allowed the full joy of creation and also the joy of examining each other's effort. By calling attention to the good points in their work the teacher may prevent the adverse criticism that would discourage further effort. To stimulate

observation she may ask such questions as "Which boy is running fastest?" "Which tree is farthest away?" In this way children learn that certain relationships of size, direction, and placing give certain effects.

The second factor in progress is example. While the teacher will not discourage free, honest expression by any disapproving look or word she will constantly strive to elevate taste through appreciation of real beauty. She will call attention to simple elements of beauty in pictures which children can appreciate. She will comment on beautiful colors and color combinations wherever found—in flowers, in clothing, in sky or snow, in pictures—and by so doing help the children to build up their own standards of appreciation quite unconsciously.

Developing technique.—The first step in art work—modeling, drawing, or cutting—is free expression. Since the children now under consideration have had the work of the kindergarten this first step has been taken, and some progress has doubtless been made in technique. (See chapter on Fine Arts in Kindergarten Curriculum.) The added development of thought on the part of first-grade children will make them feel the need for better expression of their ideas, and they will therefore be interested in the improvement of their technique, but this should not be made an end in itself. Real improvement in craftsmanship must continue to come through the children's efforts at free expression, followed by comment and criticism to show how the needed improvement should be made.

To secure improvement in technique without seeming to make it an end the teacher will need to devise progressive series of exercises in modeling, drawing, and cutting. The following suggestions for cutting will apply in some degree also to the other mediums. The children may:

1. Cut single objects for the joy of doing it.
2. Cut objects that can be grouped together to form a story.
3. Cut objects that will constitute a poster, to be used as a book cover if desired.
4. Cut pictures of fruits, vegetables, or flowers for the pages of a fall book.
5. Cut paper dolls with appropriate costumes.

Many similar projects can be carried out.

Color work.—The children here under consideration doubtless learned color incidentally in the kindergarten as a result of their wealth of experience in the use of beads, pegs, crayons, paint, and paper. The work in the first grade will give them additional opportunity to use these colors, and as the work grows more complex they will feel the need for greater variety in the tints and shades. While progress will be largely incidental and closely related to other projects the teacher should have a definite goal in mind, and, if need be, create situations which make it possible to reach that goal by natural relationships.

Applications.—

Choose color combinations for book covers; borders.
Costumes for paper dolls; valentines; and other constructions.
Plan for color effects in dramatizations and plays.
Sketches in crayon and water color, related to school arts.

Lettering.—This is introduced into the first grade by the use of rubber-stamp printing or the cutting of letters from squared paper. It should be taken up incidentally only in connection with simple projects that call for its use. Attention should be given to the spacing and arrangement of the letters so that proper standards may be set and right habits formed.

SUGGESTED PROJECTS.

The chapter on subject matter contains many suggestions concerning projects that may be developed. Some of those mentioned were doubtless worked out in simple form in kindergarten, and suggestions are given to show how these same projects may be repeated to the children's advantage through the use of different material or by placing the emphasis upon new aspects of it. Among these thus discussed are the doll house, stores of different kinds, the garden and farm, the seasonal festivals, the park, the zoo, and others. Mostly all of these and others that might be mentioned would involve the working out of minor projects. The building of a house or store calls for the making of the furniture or equipment needed; the celebration of the different festivals involves appropriate decorations; and the giving of little programs for the entertainment of parents or school associates might call for the making of costumes by means of which stories could be more effectively dramatized.

Other projects will doubtless be suggested in connection with the several lines of work. Among these may be sets of cards for number or language games; booklets representing seasonal or other activities; or articles for exhibitions of different kinds. As the year draws to a close the children might work up a program to be given at the school assembly, a local fair, or the representation of a zoo or of a circus for the school or other invited friends. The amount of time to be devoted to any of these must depend upon the conditions and the importance attached to the type of work as compared with the other phases. The following projects were selected to illustrate types of work and the general method of procedure:

PROJECTS.

Nature-study book.—When the children are watching the growth of their bulbs in the schoolroom, it is interesting for them to make a booklet in which they keep a record of the growth of the plant. The book should consist of a cover and separate pages which may be added to the book when a new record is made. The children have already had some experience in the kindergarten in making books and in decorating the cover. In the first grade there will be, however, a more conscious use of design, and when the book is completed better technique in sewing the pages and the cover together. The cover of the book may be made of soft or neutral tints of mounting paper that will serve as a good background for the bright colors the children may choose for their original designs. Crayoning, painting, or paper cutting may be the medium used, but the same medium should be used on both the cover and the pages. The cover design might be a flower motif in paper cutting not necessarily derived from the kind of flower which is to be depicted in the pages of the book, but combinations of green and colors suggestive of flowers. The development of original units of design will grow out of the experimental cutting of folded papers which the kindergarten children delight in doing. The child in the first grade has more control of his scissors and will cut larger units from his paper, and make his results more conscious as he experiments. The advantage of paper cutting in securing a design is that the units can be moved about at will making different combinations before the final result is obtained through pasting the units. The title of the book may be printed by the children, and until the children have learned to do neat work it is often best for them to print the title on a separate paper and paste it in place.

The inside pages would contain pictures of the plant and the bowl or flower pot in which it is growing. The drawing of the plant in its different stages will require real study of the object, which is an advance over the more imaginative drawing of the kindergarten stage. The children may print or

write the date under each picture or they may measure the growth of the plant and record it as "March 11. My plant is 5 inches tall," or "March 18. My plant has grown 4 inches in a week." A sentence or a verse may be typed for the children to paste in the book such as—

Till some happy day the buds
Open into flowers."

Toy money.—There are often individual projects which are related to the larger group project. When the children have constructed stores and are playing at buying and selling, there arises a need for toy money. This idea is often suggested and carried out by the kindergarten children, but they are usually satisfied with a very crude product. The children in the first grade will wish to cut good circles to represent coin and oblong pieces for the bills. Out of diversity in shape may grow diversity in size. Pennies, nickels, dimes, quarters, etc., will be cut freely or circles will be marked from an object and then cut out. The children may suggest the use of real money to use for patterns, or they may make use of circular objects in the room such as milk-bottle tops, the covers of paste jars, etc. In either case, they will begin to study the relation of size to the value of the coin. When numerals are placed on the coins, a child has gained a mathematical experience which will be further developed as he buys and sells in the play store.

A toy wagon.—In the kindergarten the children invent crude wagons. The making of a wagon may have been suggested to them by experimentation with materials, or they may have been made in relation to a community project, and this idea of transportation will call for the making of wagons in the first grade.

The kindergarten children often make wagons of paper construction that are merely for the purpose of representation. They also make wagons from boxes. Immature children are often perfectly content to tie a string in a box and drag it around for a wagon.

The child in the first grade has a more definite idea of construction and a keener interest in mechanics. He wants wheels that will turn around whether he constructs his wagon from pasteboard or wooden boxes or whether he makes the entire wagon from cardboard or wood. The kindergarten child may be content to fasten milk bottle tops to a cardboard box with paper fasteners. The child in the first grade may experiment with this same material or may substitute spools for the milk bottle tops. Whatever the material he uses, the value of the project lies in the problem it presents for solution. The fastening of some kind of an axle to the body of the wagon, fastening the wheels on the axle so that they will turn around and yet not fall off, provide real problems for thinking. Where wood is used, it will of course be necessary to prepare the material to some extent for the child's use. Circular pieces for wheels, different shaped oblongs for sides, etc., and slender pieces for axles and tongues should be provided. The child should have to select the pieces, however, best suited to his purpose. Some modifications such as sawing the long slender pieces the right length for axles, and boring holes in the center of the wheels should be worked out by the child. The test of the product is not the perfect result, but how much thought has gone into its production.

Vocabulary book project.—A group of beginners in a first grade wanted a book and a primer was given them. They were charmed with it and asked to be allowed to take it home. Since they could not read the stories they eagerly adopted the suggestion that each one make a book and put into it the words that he or she knew. This they could take home when it was finished to show their mothers how much they had learned thus far.

The children made the books one afternoon and for several days welcomed drill on the words they must be sure of before they were allowed to put them into their books. As a result they learned more words thoroughly and quickly than they would have learned in any other way. The children as well as the teacher decided on the strength or weakness of the individuals. They gained skill in making the book and pasting in the words—written by the teacher.

Later another and more complicated book was made in which were pasted pictures of Baby Ray and his pets, and reading matter descriptive of the same. The children experienced the joy of accomplishment and an impetus was gained for further effort when after hard work they took the books home to show their mothers how much they knew, and why those words were needed.

Through this common experience the group gained much of socializing value, and a community spirit was promoted. This was seen particularly in the willingness to help "the weak brother."

A florist shop (carried out in a first grade as described.)—A child in the first grade who is a close observer and always ready with ideas, said that she wished we could have a florist's shop in our schoolroom like one she saw down town. She told the class how it was arranged. Her enthusiasm was contagious, and for a while many little voices were heard all over the room offering suggestions and planning for a florist's shop. Finally it was agreed upon by the class to have a florist's shop and to plant seeds and raise flowers to sell.

The next day bulbs and flower seeds were brought to school, also pots, boxes, and garden tools. This led to a study of soil. The class was taken to a vacant lot nearby where they got the soil best suited for certain flowers. They were shown how to mix the fertilizer with it.

After days of patient watering and watching, the green leaves peeped out of the ground. How pleased the children were. Day after day they watched with much interest the little plants as they appeared, and some of them kept a record of the days the seeds were in the ground.

By and by the time came for a sale. There were nasturtiums, pussy willows (which had been rooted in water), sweet alyssum, tulips, pansies, narcissus, morning glories, and jonquils. The potted plants were wrapped in colored paper which was very effective, and the cut flowers (brought by the children) were arranged in baskets. Good judgment was used in pricing the flowers. These sales were patronized not only by the children in the class, but by their parents, by friends in other grades, and by some of the teachers.

Practically all phases of the course of study were covered as the natural outcome of this project. Planning for it offered splendid oral language training. Much knowledge of nature was gained. Nature poems, stories, and songs naturally arose with the development of the project.

Good thinking was done in connection with the handwork. The florist shop was built of bricks and blocks. The desk was also made of bricks and blocks with pasteboard cash drawers that could slide in and out. The boys made some of the flower boxes and a few clay pots. The girls worked on catalogues. Some of the flowers were free-hand drawings, and others were cut from catalogues that were given them. The signs advertising the sales were illustrated posters made by the children.

Reading was necessary to tell the names of the seeds marked on the pots, to read orders taken and the "sold" signs. The shop offered splendid drill in arithmetic. The shop-keepers changed and counted real money; they sold plants by the dozen or half dozen.

This project proved valuable not only for the language reading, writing, and arithmetic which were necessary for its development, but it stimulated the

children to have home gardens, to take more interest in bringing flowers to school, and to report on walks in the woods and the wild flowers seen.

A local fair.—The reproduction of a fair which the children have attended affords them an opportunity to express what they saw and heard. This can be given in a school hall or out of doors if the weather permits. Such a fair should be planned with little guidance by the teacher. She will provide the materials that will suggest things to do and how to do them, and help the children to organize the plan so that simpler forms will be attempted than they would be likely to select. Her aim is to give them opportunities for choice and failure, to keep them from becoming discouraged, and to help them to check up their results daily. The suggestions under "Method" will indicate what the general procedure should be. Opportunity for the use of the industrial and fine arts will be afforded in the making of booths, posters, decorations, costumes, tickets, prizes, and souvenirs.

The exhibits may form the first phase of this project. The teacher will help the children to recall the exhibits they saw and discuss with them the ones to be reproduced. These might include milk products, cattle and poultry, cooking, handwork, and school arts. In the milk products exhibit the children might sell milk, and make and sell butter to be served on crackers. Some means could also be devised to demonstrate the need of milk for all children.

For the cattle and poultry exhibit the children might bring their own pets or toy animals. If this is impossible the animals may be made of clay, plasticene or cardboard. This would call for the making of coops for the chickens, kennels for the dogs, and stalls for the horses and cows, and would furnish an excellent point of departure for a discussion of the housing and care of these animals.

The cooking exhibit might contain a kitchen and cooking utensils, and perhaps loaves of bread, cake, cookies, etc., made of clay. The children might make and sell lemonade and candy.

The handwork and school arts exhibit will give an opportunity for each grade in the school to contribute something so that all the grades may feel that they have a part in the fair.

The preparation for these exhibits would probably require about two weeks.

The second phase of the fair project might be the side shows. Here also the teacher and children together would discuss the side shows seen at the real fair, and agree upon the ones to be represented. The following ones might be agreed upon. A play composed by the children from a plot in some story they have heard or read; a merry-go-round; a trick dog or pony—the parts taken by children; a tall man and a dwarf; and perhaps a fat lady. It is well to have all the children take turns in practicing for these side shows for the joy of self-expression, and for the stimulation of latent talent in individual children. The children themselves can definitely assign the parts to individual children when the time of the fair draws near. The preparation for this phase would probably occupy a week. For materials for construction work see Kindergarten Curriculum, page 23, and for Art Materials, Kindergarten Curriculum, page 35.

Another phase of this project might be a track meet. This might include the physical activities carried on daily in school to give the children good posture, such as:

1. The imitation of animals—birds flying, hopping, or walking; seals flapping their fins; frogs jumping; dogs running; elephants walking.
2. Somersault exercises, hurdle racing, jumping, or hopping.
3. Simple singing and folk games.

Such a project may seem ambitious for first grade children, and it may be best for the grade to undertake only one booth or side show, the other grades of the school contributing the remainder. If the project is kept simple it will afford many opportunities for growth along all lines that will touch the children and the community. The children will gain in self-direction, personal responsibility, self-criticism, and appreciation in its several aspects. Furthermore such a project should yield for the children a greater knowledge of themselves, their needs and powers, and of animals and their care.

The physical training necessary to perform even simple bodily exercises.

The school arts needed in reading, counting, measuring, making and selling tickets.

The skills needed to make and decorate the things required for the fair.

The perseverance needed to carry on the work in spite of difficulties.

ATTAINMENTS.

Physical.

1. The use of the body (hand and feet, etc) in freer, more coordinated ways.
2. The ability to take out and put away materials in an orderly way.
3. Ability to get the materials needed without disturbing others.

Mental.

1. Independence (self-directed).
2. Ability to ask for help when it is needed.
3. Ability to observe pleasing forms, arrangement, and colors.
4. Direct knowledge and skill, which includes ability to—
   (*a*) Solve problems in connection with industrial and fine arts, and the school arts, etc.
   (*b*) Persevere for an end of worth.
   (*c*) Find leads or stimuli for new projects.
   (*d*) Begin again, after having failed.

Social.

Ability to work and play with others, so as to grow in—

1. Consideration for others.
2. Cooperation with others.
3. Initiative.
4. Right obedience in social situations.
5. Personal responsibility.
6. Right feeling of independence on others.
7. Right feeling of respect for the opinion of others.

Spiritual.

The by-products of feeling, attitude, and appreciation, etc., which affect thought and behavior.

In every lesson, the teacher's skill will be seen in her ability to ask herself the following questions, and act on her decisions:

1. Are the children active (mentally and physically, etc.)?
2. Is the activity useful in the children's lives now, and probably for the future?
3. Is the activity produced by the teacher or the materials primarily?
4. What proportion of each, if the teacher is giving guidance?
5. What results can probably be expected in habits?
6. If the results are unsatisfactory, does the fault lie in the materials, or the teacher?

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Chapter VIII.

NUMBER.

By ALICE L. HARRIS.

Before proceeding to the quantitative experiences of first-grade children, attention is called to the following abbreviated résumé of replies to an inquiry made of kindergarten teachers in different cities regarding the quantitative experiences of children in the kindergarten.

The aim in the kindergarten is to awaken consciousness and quicken perception in relation to quantity and measurement. These results are to be reached as far as possible, not through formal instruction but through seemingly incidental experiences which call for the following: (1) Comparing and judging with regard to more, less, fewer, larger, smaller, etc., without exact measurements; (2) measurement by counting to find out how many; (3) measurement by units of length or surface, when needed. In schools with a large enrollment of non-English-speaking children the language work connected with the number exercises is as important as the judgment which the child forms and tries to express; hence in the kindergarten both perception and expression in regard to number provide a good basis for the later number work in the grades. The oftener the kindergarten teacher presents opportunities which call forth a perception of quantity and awakens the impulse to measure the quantity in some way, the better the pupil will be prepared to take up the work of the succeeding grade.

All kindergartners seem to agree on the following quantitative experiences of kindergarten children:

1. Counting:
   To find the number of children in the circle, chairs in the circle or room, blocks used, objects constructed, objects seen on walks, pennies brought in for savings stamps, squares in the 16 square fold, etc. This counting may sometimes be carried on to 100.
2. Construction:
   Oral expression about the work in construction provides many opportunities for language training in relation to number. The activities as suggested in the Kindergarten Curriculum would afford elementary knowledge of the facts listed under the following headings:
3. Fractions:
   Wholes, halves, and possibly quarters.
4. Measurement:
   Length—long or short.
   Width—wide or narrow, thick or thin.
   Units—cubes, or bricks when used in building.
5. Games emphasizing number:
   Muffin Man (1 and 1 more, 2 and 2 more, 4 and 4 more. "So 8 of us know the Muffin Man."
   Chickadees (5—"1 flew away and then there were 4," etc.)
   Little Indians—(10).
   Family, members—parents, children, brothers, and sisters.
   Sense games—feeling the number of objects.
6. Time.
   From clock—short time, long time; how clock looks at 9 o'clock.
   From calendar—days of week.

7. Proportion—in industrial arts.
   Chimney too large for house.
   Furniture too small for room.
8. Recognition of number.
   Groups—4 children here, etc.

All are agreed that the definite results expected are—

1. The child's ability to compare and to state his judgments concerning comparative quantity, size, length, etc. (more, less, large, etc.).
2. Knowledge of number names and the ability to count as far as his schoolroom experiences call for.
3. The ability to cut, draw, measure, and estimate.

During the first year there should be no really formal number work. The basis for such as there is should be the child's experiences and the knowledge of number obtained through the activities of home, school, neighborhood, and situations arising through these. While for the child it should appear incidental to these situations, it should be definite in the mind of the teacher.

The child's number world is in his toys, games, work, and play. A child's interests and needs in relation to number are first expressed through the rhythmical activities of counting, measuring, and grouping. For the purpose of gaining power and skill, provisions for these should be in response to some definite conscious need on the part of the child, who should feel the reality of the situation.

GENERAL AIM.

To lay the foundation for that type of mathematical instruction which in the more advanced grades functions in its obvious need (1) as a tool for the actual business situations common to everyday life, and (2) as training in social insight through social situations common to all and special to no class.

SPECIAL AIM.

Through the various forms of motivated activities to build a body of mathematical imagery that shall form a basis for formal number facts and problems.

To secure the child's grasp upon needed number facts through familiar experience instead of through formal instruction and rote work.

SUBJECT MATTER.

The interrelations between subject matter and method in this subject seem so complex that they are differentiated with difficulty. It has been stated that we are dealing with the quantitative experience of this period of the child's life. Our subject matter, then, comes from utilizing such of the child's own experiences in school and out of school as entail some degree of mathematical work and supply the body of imagery that becomes the basis of his mathematical knowledge. It arises from (1) such social plays as playing store, post office, going to market, and other imitations of the grown-up world; (2) from such competitive games as ring toss, bean bag, dominoes, etc.; and (3) from his relations to other material to which number is incidental, such as measures.

As regards mathematical facts and skills, this subject matter should include what a child first requires rather than a hard and fast number limit. To illustrate, it is conceivable that a child might have a need for knowing that a nickel and a dime make 15 cents, or that a score of 9 and 3 make 12, or that the bank account had risen from $3 to $4.75, or that the food for the schoolroom pet cost 2 times 15 cents, an expenditure which would have to come from the fund of 40 cents; and that this need might present itself before he had learned all the pairs of number which make 8. A number fact should grow out of

its relation to some project in which the individual or group is interested; such as dressing a doll, making a playhouse, buying a new picture or table cover, collecting money with which to buy seeds for the garden, etc. A child's daily life both in and out of school is filled with many such quantitative experiences.

Based on a previous statement regarding the child's interests and needs, the following is an organized presentation of subject matter:

I. *Indefinite comparisons*, and familiarity with vocabulary similar to following:

taller	tallest	smaller	smallest.
shorter	shortest	longer	longest
higher	highest	heavier	heaviest
lower	lowest	nearer	nearest
larger	largest	wider	widest

II. *Counting* for exercises in physical training:

Number of windows in room.
Number of papers or books for the class.
Number of children present.
Number absent.
Number of boys.
Number of girls.
Number of desks.
Number of stars in the flag.
Number of hooks needed in wardrobe for girls.
Number of hooks needed in wardrobe for boys.
Stamps, marbles, number of buttons needed on clothes.
By 2's, rubbers, mittens, always having in mind reason or motive for the counting.
Children by groups of 2's or 3's, as in marching or games.
Number of valentines needed for presentation to the kindergarten.
Number of erasers, library books, etc., needed for a class.

III. *Measurement:*

1. *Inch, foot, yard.*—Experiences such as finding the height of a child in feet and inches, the dimensions of desks, the distance apart which children should stand in marching or physical training as distance from goal in game; measuring paper to cover books, yarn to tie number book, oilcloth for plant table, burlap for background for picture exhibit, rug for use in conversation period, decorations for special occasions, cloth for costumes used in dramatization. Problem: Will the table go through the door? Can the chair be placed under the table? How many yards are needed to make curtains for the play theater?
2. *Pint and quart.*—To know the difference between the pint and quart, relation of one to the other, also of the cup to the pint, e. g., a pint of milk contains two cups of milk for luncheon.
3. *Dozen and half dozen.*—In relation to things bought by the dozen, e. g., pencils, books, eggs.

IV. *Money.*—Through experiences with stamps, car fares, newspapers, marbles, jackstones, buying school material, food, school lunch, milk, doing errands. Through school projects of collecting papers to sell; buying and selling in play store with toy money.

V. *Reading numbers.*—The pages in the book, street numbers, clock face, figures on stamps and bills, calender, prices of articles in stores and play stores, fire-alarm boxes, numbers on rooms in the building.

VI. *Writing numbers.*—Writing numbers required in marking prices, making toy money, keeping accounts, keeping record of score games, number book.

VII. *Number series and combinations.*—Counting is enjoyed as rhythmic sound. After control has been gained over number combinations, these are enjoyed as games for testing mental accuracy.

VIII. *Vocabulary.*—Through experiences gain familiarity with a specific vocabulary. The following is suggestive only, as there would be variation according to locality.

square	figures	price
cube	add	charge
measure	space	receive
equal	middle	change
divide	right	admission
length	left	count
width	corner	inch
center	edge	foot
opposite	less	

METHOD.

The teacher who is in daily contact with the problems of childhood in general, and of one group in particular, is the one best fitted to interpret conditions and choose the tools of instruction. There should then be as great variation in the teaching methods as there is variation in the conditions for their use, and these are endlessly changeable. A teacher with a sympathetic knowledge of childhood and a scientific knowledge of mental life will focus attention on the child as the active factor who is to be given most careful consideration.

In a large way method should be "situation by situation rather than process by process," with the object and the local problem the starting point. While in its universal school practice it may not always seem possible to thus relate the work in number to some procedure of interest, it is essentially important that the work be concrete, not merely in the sense of teaching by means of objects, but concrete in the sense that the situation is within the child's understanding and one in which he takes a vital interest.

Procedure must not be regulated merely by something to occupy a child's hands, that is, by merely visual inanimate objects. It must be a procedure growing out of the need of his thinking life, his acts, and experiences. In other words, it should be a motivated situation which is involved in his own life.

There are certain principles of procedure which should be considered. These are:

(1) The suggestion of the preceding outline of subject matter which starts out by (*a*) making indefinite comparisons, proceeding to (*b*) counting, thence to measuring, etc.

(2) The general procedure that number should be applied to (*a*) things tangible and present, followed by (*b*) things familiar but absent, thence proceeding to (*c*) abstract numbers.

(3) The presentation of the idea should be always through spoken language until the situation becomes familiar.

There should be usage without much formal repetition until near the close of the year, when there should be summaries of simple facts and practice for facility.

ATTAINMENTS.

1. *Attitudes, interest, tastes.*—At the close of the first year children should have an appreciation of the fact that arithmetic is not only skill in calculation, but that it satisfies the quantitative needs of life. This attainment is based on the supposition that throughout the year they have had abundant opportunity to express through imitation their intrinsic interest in the institutional occupations of their elders.

2. *Habits, skills.*—At the close of the first year children should have acquired—

A degree of self-dependence and initiative through having worked with things in expressing individual or group ideas.

Familiarity with the foot rule, and ability to draw and measure relatively accurately with it.

Ability to estimate length and width of object in a limited way.

Ability to follow simple printed directions; such as, make a 2-inch square, cut 4 inches of string; cut two 12-inch strips, etc.

Ability to follow simple printed directions, using such words as measure, fold, paste, count, build, etc.

3. *Knowledge, information.*—At the close of the first year children should be able—

To count by 1's, 2's, 10's.
To count backward from 20.
To group objects—five 2's, six 10's, etc.
To recognize small groups without counting, e. g., 2 marbles, 3 sticks.
To recognize larger groups in a "dominoe" or uniform arrangement.
To recognize a cent, nickle, dime, quarter, half dollar, and a bill.
To know value of nickle, dime, quarter.
To recognize numbers 1 to 100.
To write them from dictation.
To recognize the Roman numerals I to XII.
To know through experience the meaning of ⅓, ½, ¼, +, —, =.

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Chapter IX.

PLAYS AND GAMES.

By Gail Harrison and Luella A. Palmer.

Plays and games are essential forms of education at 6 and 7 years of age, as physically, mentally, and socially the child is in a plastic state, and play exercise promotes both flexibility and control in all these directions. While the same types of activity may be continued from the kindergarten into the first grade, a year of kindergarten training will result in a desire for a more socialized form of play. As a child develops mentally and becomes less individualistic, he desires to elaborate his play by making more definite rules and by including playmates.

GENERAL AIMS.

The general aims are similar to those stated in the Kindergarten Curriculum:

"To develop physical strength, control of body, and ease and grace of movement." The kindergarten training has made a beginning in these directions, and the first grade should continue the training by requiring a more organized and controlled form of activity.

"To give training in social cooperation." Games are an important agency in developing social organization. During the first year should be given the preliminary training which is the foundation for later organized team work under a chosen leader.

"To help interpret experience." It is through dramatization that a child enters most thoroughly into the experiences of others. He strives to develop expressive use of his body in order that he may interpret feeling. Dramatization stretches his vision, adds color and vitality to his personality, and arouses him to resourcefulness, enthusiasm, and standards.

SPECIFIC AIMS.

To provide time and place for physical activity, which is at this age necessary for physical growth and mental development.

To promote free, joyous activity.

To develop alertness of the different senses and quickness of response.

To promote various skills such as will require bodily coordinations and muscular control for accuracy, swiftness, or grace.

To provide an opportunity for the exercise of the instinct of imitation.

To give training in originality through constructive use of the imagination.

To encourage interpretive use of the body in facial expression, gesture, speech.

To present opportunities for developing leaders who can organize groups to execute plans.

To give training in doing one's share in a group to secure the success of the group.

SUBJECT MATTER AND METHOD.

Subject matter is found within the various forms of physical activity which are necessary at this age to promote physical and mental health and social adjustment. This activity takes the forms of sense games, plays on apparatus, ball games, rhythmic play, singing games, contest games, dramatization, and dances. Arithmetic and word games will be discussed under other headings.

Sense games.—The sense games played this year should require keenness or quickness of perception and a controlled or a quick response. They should be games in which the child measures his ability in relation to others. The following are types of such games: Little Indians, Magical Music, I say Stoop. When the children have gained a fair degree of control in playing the game, more difficult rules should be introduced or another game substituted.

Plays on apparatus.—For healthy muscle development there must be frequent opportunities for free play on slide, ladder, and rope swing. Balance boards and swing bar are also very useful. Such play should exercise the large muscles of the trunk as well as arms and legs; these are the parts of the body most needing a developing use without strain. There should be no competition connected with the use of the apparatus; the aim is to develop vitality and courage without recklessness.

Ball games.—Plays with a ball this year require better coordination of eye and hand, as, rolling a ball so that it will stop in a small circle or will knock another ball out of the circle. A game similar to tenpins can be played using only six pins; scores should be kept. A throwing game good at this time is Ring Toss; the children can make their own hoops and standard. Dodge Ball and Quick Ball demand control of the ball, as well as alertness and quick action.

Rhythmic play.—The rhythmic play of the first grade sometimes takes such free forms as skipping rope or jumping hurdles set at a certain distance apart. It is sometimes found in the singing games where words are accompanied by gestures, as in the King of France. More often the rhythmic play becomes a simple dance. For instance, if the children are playing brownies, they will wish to show how the brownie suddenly appears, how he works, how he tiptoes over the grass, and how he suddenly vanishes. The repetition of these different interpretative movements in a sequence with a climax constitutes a brownie dance. Other ideas that may be carried out in this way are such as the flying of birds, movements of animals, falling of autumn leaves. As one great value of rhythmic play lies in the free, evenly repeated motion, such plays should be carried on in a large open space. Where this is not possible, the number of children taking part should be limited, to permit of right development.

Singing games.—The singing games which call for the participation of the group are Oats, Peas, Beans; Pop Goes the Weasel; Neighbor, Neighbor Over the Way; The Seven Jumps; and Skip with Me. Examples of contest singing games are Jolly is the Miller, Drop the Handkerchief. Singing should seldom accompany games except when it is necessary to secure concerted group action. At other times it confuses a child's thought and retards the action. Used to excess, it may result in a habit of singing with poor tone quality.

Contest games.—Besides the competitive singing games mentioned above, there are simple racing games and games such as Potato Race, Skip Tag, Crossing the Brook, Cat and Mouse. At the beginning of the year there should be few rules, but these should be clearly comprehended before an attempt is made to play. It is the children who should correct errors, not the teacher. The games for this age should test skill, speed, and control, but not endurance.

Gradually the games should be made more difficult. No rewards are necessary; the joy of accomplishment is its own reward.

Dramatization.—The dramatization which arises in the first grade may be the rather free expression in connection with activities being carried on in the classroom, as in playing post office or store, or it may be the playing out of an excursion, going on a picnic or to the circus, or it may be the more organized form which develops in the effort to interpret a story which has been heard or read. A list of the stories which will lend themselves to this type of expression is given in the chapter on literature.

In dramatic play every true effort should be encouraged, however slight; a child must gain confidence in himself to express without being self-conscious. He must lose himself in the part he is playing, put himself in the place of the other, assume the character and mood. A desire must be developed to give the best of which the child is capable, to improve at every attempt. The ability should be developed to offer criticisms and suggestions and to accept those which would improve the characterization. There should be no drill, no monotonous repetition. Increased power should come through variation, through additional touches to improve the new attempt. Creative and individual thinking will be fostered by encouraging the children to make up their own dialogues. Conversations should not be memorized. Costumes may be introduced when the children feel the necessity for more clearly defining the characters, when the costumes will aid in developing the mood to be portrayed. Reward comes in the joy found in team accomplishment and in the knowledge that pleasure is being given to others. Real dramatic work generates an atmosphere in which each person is either a dynamic and dramatic impersonator or a creative and dramatic listener with the imagination stirred.

Dances.—Besides the interpretative dances mentioned under rhythmic play, there are other dances which children can originate by making expressive movements to accompany instrumental music. Music as the Chimes of Dunkirk, Ladita, Indian music, portray mood and with marked rhythm, so that children will quickly and joyously decide on a sequence of movements to accompany them. Original dances may be composed in response to some intensely delightful occasion, as bringing in the Christmas tree or raising the trimmed maypole.

As often as possible games, with the exception of dramatizations, should be played out of doors, even in cold weather. When they must be carried on indoors the windows should be opened to admit fresh air. As many children as can comfortably do so should take part in a game; the limit should be the largest number to whom it is possible to give the training which comes through the game. Children should never feel that a game has such a finished form that it can not be improved; games which are used often and never varied lose their educational value. Suggestions should be encouraged for new ways of using apparatus, for better characterization in dramatic play, for rules requiring more skill in contest games, for more graceful dancing steps.

ATTAINMENTS.

Attitudes, interests, tastes: Appreciation of health, strength, and grace. Interest in improving control over the body to make it stronger or more graceful. Interesting the degree of control gained, in occupying leisure moments for practice, in developing the qualities that make for leadership, in proving adequate to the share assigned in group play.

Habits, skills: Sureness and grace of movement. Alertness to surroundings. Ability to act upon directions. Control in order to accomplish individual or

group purpose. Assistance in making group rules and abiding by them. Doing one's best under all conditions. Acceptance of fair defeat uncomplainingly.

Knowledge, information: Facts acquired through dramatization. Ways to control bodily movement. Qualities necessary to function effectively in a group, or to become a wise leader. Fair play and justice.

Of all people, children are the most imaginative. They abandon themselves without reserve to every illusion. No man, whatever his sensibility may be, is ever affected by Hamlet or Lear as a child by the story of Red Riding Hood. The child imagines himself to *be* the character; the actor does not. The trained intelligence of the actor interprets the character to the observer.—*E. H. Sothern.*

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Chapter X.

MUSIC.

By Corinne Brown.

INTRODUCTION.

Appreciation of any art is a matter of slow growth and education and is developed by close association with its masterpieces.

The value of the kindergarten to the educational system lies in its success in providing for children opportunities for social and cultural experiences that the home can not guarantee, and without which the more formal work of the grades loses much of its meaning. To the music education of children the kindergarten contributes opportunity to participate in music expression through singing and rhythm.

Not being held to a definite course of study nor restricted to a daily time distribution, the kindergarten teacher can select her songs, from the standpoint of art rather than drill, and can be guided in the selection by the interests and experiences of her children.

The greater freedom that is made possible by the movable furniture of the kindergarten room, and the assured presence of a piano, give an opportunity for rhythm work that few first grades enjoy. Thus, in the kindergarten may be developed a musical taste and expression among the children that give the teacher of first-grade music the beginnings of a cultural foundation upon which may be built the superstructure of more formal music education.

It must be remembered, however, by those who are teaching reasons and rules that that taste and expression need continually to be developed and strengthened. Music teachers should never forget that joy is the greatest contribution of music to education, and that the pleasure children take in it is the measure of their ability to understand its formal side.

In the first grade, children should become conscious of the process in that which has hitherto been primarily spontaneous. This new element applies to music as well as to number and language, and equal precaution should be exercised to see that the children's participation is intelligent, not merely passive, and their response thoughtful and not glib.

GENERAL AIMS.

1. To promote love of and joy in music.
2. To develop a preference for good music, which can come only through acquaintance with it.

SPECIFIC AIMS.

1. To encourage pleasure in singing.
2. To gain poise and bodily control through rhythm and dance.
3. To grow in power to originate songs and dances.
4. To become conscious of the fundamentals of music, melody, and rhythm, and their component parts, pitch, pulse, and the duration within pulse.

METHOD.

Adherence to the general aims will be seen in the plan of work to carry out the specific aims. These will be taken up in the order named.

Singing for pleasure involves the learning by rote of good songs and singing them with clear true tones, in voices soft enough to be sweet in quality, but loud enough to be clear and not breathy. About 10 minutes a day for this work is advisable. The songs sung should be of a lively nature, should have a merry and childlike mood, or tell a simple story. Children brought up on Mother Goose in kindergarten may not need it here; to children without kindergarten experience it is as good beginning material as can be found. Elliot's music is perhaps the best, but he has some very creditable followers. Some of the folk settings are good, as "The Fairy Ship," "Lavender Blue," "I Had a Little Nut Tree." Folk songs of a lively humor are excellent. There should be a very guarded use of nature songs. They seldom give the child's real point of approach and are likely to be either oversentimental or of such subtle humor that they are beyond immature appreciation. The expression of an experience either in one's own language or that of another tends to fix the experience, and for this reason seasonal songs have a real artistic value. If a song of the falling leaves is selected, it should be of the merry and not of the retrospective type. While children should not be asked to sing songs they dislike, the tendency is to like the familiar. If children are given mediocre material, they are thereby taught to love it. Sprightly songs are to be found in the Progressive Music Series and in the Junior Laurel Songs.

Folk rhythms are discussed elsewhere. In the opinion of many the rhythms are a little too marked to secure perfect response, upon which their beauty depends, from the 6 to 7 year old children. Simple skipping, skip-hopping, and running steps combined in figures after the fashion of the old quadrilles, but less formal, will be found more within the children's power to do well, and will give suggestions for original work.

There are many simple combinations in the old square and contra dances which may be modified and recombined by teacher or children to great advantage. The little figures are rhythmic, but the rhythms are not so exacting as the clap, clap, clap, and the stamp, stamp, stamp of the folk dance. This kind of rhythmic work has a better effect on the teacher as well as the children, since it calls for ingenuity rather than memory, and makes possible the use of some more beautiful rhythms than are found in the folk dance collections, such as Tchaikowsky Humoresque, the Nevin Gondolier, the Schubert Moments Musicale, and many lovely gavottes, waltzes, and marches by standard composers. Another form of original music expression used to advantage by many teachers is the encouraging the children to listen to a melody and interpret its message to themselves in an original dance. Some beautiful work has been done in this line. While it lacks the social advantages of the dances cited, it has distinct merits in individual expression. If the work is to be educative, care must be taken that children work with a distinct idea, and do not merely copy the steps of a more gifted child.

The composing by the children of little song sentences, both words and melody, has been successfully carried on by many teachers and is highly recommended. The best work will be done when the motivation is strong, such as the need for special musical expression for a particular occasion, or when the emotional glow of some happy experience is at its height, such as a new gift, a new baby, or going on a picnic.

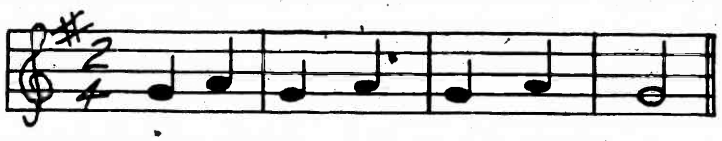
The formal side of music teaching is more difficult to handle. Care must be taken not to go too fast for the children and not to nag them. Their

interest is lost if they are given too difficult work, or by going too slowly. An effort should be made to encourage intelligent appreciation. Without the love of music the understanding is nothing.

High and low tones are so evident to adults that it is difficult for them to realize that children do not naturally recognize them as such, but are quite inclined to reverse their names as not. Of a group of 12 musical children who had been in kindergarten a year, and eight weeks in the first grade, only one recognized that two G tones played on the piano a second apart were the same pitch. Before children are taught the staff, the signature, and time values the teacher must make sure that they hear the difference between long and short beats and high and low tones.

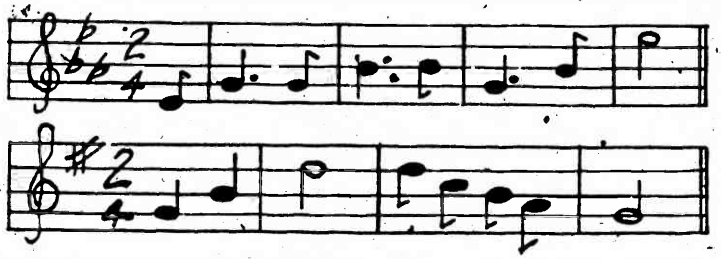
For basal material in formal music work, Calvin B. Cady's "Music Education," Part II, which contains a number of charming song sentences or any collection of song sentences will serve.

The children will learn to sing a song sentence, for example,



The teacher will tap it correctly, or mark with short rhythmic strokes on the blackboard, a stroke or tap for each separate sound, the length of stroke varying according to the length of beat, as

The next song sentences learned will be of very different rhythms, as



These put in strokes will be

and

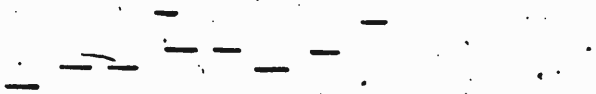
The children will learn to distinguish between these rhythmic groupings until they can name each sentence as tapped, and in turn tap for each other to distinguish. The latter feat is much the harder. A dozen of these song sentences will probably suffice to give children an understanding of difference of tone length. But the teacher can not be sure of a child's knowledge unless he can give it to her, therefore the need of having him tap. Blackboard strokes will be beyond him, for they are only valuable when rhythmically dashed, and the first-grade child's blackboard technique is not sufficiently automatic. Drills of this kind should be given more or less frequently for the first three months, and less frequently as the year passes. They should never be allowed to become a bore. Boredom is death to æsthetic appreciation.

Meanwhile the recognition of difference in pitch receives attention. The teacher sings two tones an octave or a sixth apart; the children tell which is the higher or the lower. As the power to hear difference of pitch increases, the tones given are nearer together, thirds, seconds, chromatics, and primes. Three tones as well as two should be given, with the tone asked for (the highest or lowest) sometimes in first, in second, and in third place. With this exercise should go a little drill of pointing in the air and blackboard writing. The teacher sings two (later three, then four) tones. The children point them as sung and write them in dashes on the blackboard. The teacher should insist at the beginning that the dashes be written from left to right in order sung. If she sings "Doh sol mi," the child should write

The next step, which probably will not be taken for a week or two, will be to sing with the children one of the song sentences where the tones are far apart, the best perhaps being—

Fly high my kite and touch the sky.

The teacher places a dash upon the blackboard. "This mark say 'Fly,' where shall I write 'high'? Will it be higher or lower than 'fly'?" The children hear that it is higher, then the teacher takes the next tone, and so the song sentence is written

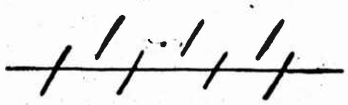


No attempt is made to indicate the rhythm or the relative distance between tones. It is enough if at first the children recognize higher and lower. When the children can distinguish without much hesitation, attention can be called to the similarity of pitch of "touch" and "my," and of "kite and" and "the." Similar situations will be observed in other song sentences.

So far the work of about a half year has been covered. The children have the basis of the two fundamental needs of written music—time and pitch. The race was for many hundred years content to stop here. To make definite what the children have learned, the sol-fa syllables may be taught. At first the children learn merely that this is another way to sing the song sentence. When the syllables have been learned, it is easy to call attention to the fact that doh is always the same scale tone, as indeed are the others. This will help a great deal in the blackboard writing of high and low.

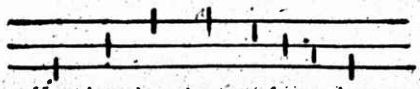
In beginning the staff work the teacher will take the song sentence, "Gently rocks my pretty boat," and proceed as follows:

We will draw the line for doh. The space above it will be re. Now let us write the song



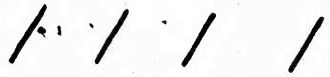
Gently rocks my pretty boat.

Suppose we write "Hop, hop, hop, hop my froggy hop." We will have to add a line for mi and another for sol



Hop, hop, hop, hop my froggy hop.

In the matter of time there may be greater difficulty. Time conception is a stumbling block, as many music teachers can testify. Hitherto all the sounds of our song sentences have been tapped; now the children will tap only the accented ones. These may be stroked on the blackboard, the accompanying syllables being written under the strokes.



We will call these notes *one* and the others *two* or *two* and *three*.

1 2 1 2 1 2 1
Gent—ly rocks my pret—ty boat.
and
Fly high my kite and touch the sky!
2 1 2 1 2 1 2 1

Let us draw a bar before every number 1. From this the children can be led to see that the drawing of the line does away with the need of numbering the first or accented beat. In the song sentence of the leaves, "Whirling and twirling I spin on the ground," we easily feel the three beats instead of two.

1 2 3 1 2 3 1 2 3 1
Whirl—ing and twirl ing I spin on the ground

and the meaning of the numbers at the beginning of each song is made clear. But though the number of beats in a measure is always the same, the number of notes may vary, so we will study such songs as

Hop, hop, hop, hop my froggy, hop.

Hot cross buns, hot cross buns, one a penny, two a penny, hot cross buns.

In these we have the quarter, half, and eighth notes, and the division of time units can be understood. Some measures have two tones, some only one, some four, and some eight, yet all are given the same measure of time. The children can see that there is a need for some method of distinguishing the length of time a note must be held, and they learn of whole, half, quarter, and eighth notes.

With this work will go practice of reading from the blackboard staff groups of notes, not more than four in a new melody, but the familiar melodies of song sentences may be entirely written out.

This amount of work in the technique will be found to be as much as the first grade can cover. Indeed, the teacher need not be discouraged if the children do not go quite so far. The important thing is that the children shall be intelligent about the technique as far as they do go, that they can hear difference in pitch and rhythm before they are asked to recognize them in print.

ATTAINMENTS.

By these methods it is hoped that the following results will be achieved:

Attitudes, interests, taste.—Intelligent appreciation of the fundamental of music; interest in all things musical; a preference for what is best in music from the immature standpoint. The appeal that popular music makes to children outside of school should be counteracted by supplying them in school by music that is full of color and meaning. Nothing has been said thus far concerning the appreciation that comes from listening to music. While some successful work has been done with young children in this line, their delight is developed in a greater degree through participation than through passive listening. It is for this reason that a "listening period" has not been included.

Habits, skill.—The children will be able to sing sweetly and clearly. They will have acquired the ability to distinguish differences and amount of differences in pitch, rhythm, and duration, and to indicate these differences crudely. They will know the reasons rather than the rules for the staff, signature, and notes. They will have greater bodily poise and control.

Knowledge.—The children will know many good songs of both modern and folk variety, will be acquainted with many of the more rhythmic products of the masters. They will recognize some of the many moods that music may express and will appreciate the appropriateness of these expressions for specific occasions.

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